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THE NEW ERA

Vol. 68 No. 1 1987



QUALITY IN SCHOOL COMMUNITIES

Journal of the World Education Fellowship

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Editorial

Quality in School Communities

This issue is the brainchild of James Hemming, who gathered together the bulk of the material and wrote the two keynote articles. The theme, as Dr. Hemming points out in his first article, reflects that of the 33rd WEF International Conference held in January in Bombay in the concern to create an environment of quality in our schools. It also anticipates the theme of the next WEF Conference in Adelaide in August 1988 in its emphasis on educating for (and in) a caring community.

The material in this issue is divided into two parts: Part 1 is theoretical and deals with insights into the ways in which quality in school communities may be recognised and promoted. Part 2 deals with how these insights may be seen in action in school communities past and present.

James Hemming leads into Part 1 with insights gained from the Bombay Conference into the fundamental principles and concepts which underpin a successful school community. He then sets the stage for the rest of the issue in his next article, which sets out the vital principles which govern the establishment and maintenance of excellence in school communities, where people of different ages and often backgrounds (teachers and students, parents and administrators) are encouraged and motivated to work together for the common good. As Dr. Hemming points out with characteristic clarity, there is a creative potential and cooperative capacity in all human beings which need the right community environment and positive and purposeful relationships if they are to flower. In providing the conditions for vigorous and formative personal and social life, our schools can make a vast contribution to individual and social fulfilment, and thereby to the future of civilization on our planet. This comprehensive introduction leads into the next two articles in this section, which emphasise the importance of enhancing human dignity in our schools (Laurence Miller) and of the role of liberty in education (Stuart Hannabuss).

In Part 2 of this issue four particular school communities of quality are examined, chosen from three continents, with a concluding overview of quality in British schools from the Inspectorate. The first two schools, described by Geoffrey Haward and by Irene Pittard and Arthur Sandell respectively, are Australian day schools with particularly well worked out purposes and relationships. The third school, in Israel, adds a further dimension: the principles of excellence as they have been

developed in an agricultural boarding school in a contrasting cultural setting. The fourth example, a pioneering community school developed by Kees Boeke in Holland fifty years ago, emphasises yet another aspect of a good school: the importance of manual work in creating a sense of togetherness and belonging — not least amongst those in the school population who are not academically inclined. We hope the ideas and examples noted in this issue will stimulate innovation and emulation elsewhere — and also discussion at the next WEF Conference in Adelaide.

Bombay and After

While awaiting a full report from the organizers, it suffices to say that the 33rd WEF International Conference at Bombay, attended by over 550 delegates, was a great success, intellectually, culturally and socially. This success was in no small measure due to the efforts of our President, Dr. Madhuri Shah, who put together a major event at short notice, ably assisted by Kallolini Hazarat and a seemingly tireless and ever helpful team of helpers. The qualities of character, intellect and spirit exemplified in Madhuri Shah's biography Harmony, reviewed by Diane Montgomery in this issue, pervaded all aspects of the Conference. This was a memorable event in which vigorous intellectual effort, wideranging discussion, careful planning, and a welcoming and hospitable atmosphere tempered with good humour created a stimulating and harmonious environment for all the participants. It is now over to the Australian Section, who have already put in a great deal of work in planning, to create at Adelaide a caring educational community such as that exemplified at Bombay through the efforts of the organizers.

MICHAEL WRIGHT

March 1987.

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PART 1: INSIGHTS

Insights from Bombay: Concepts and Relationships

James Hemming

Introduction

At the WEF Bombay Conference, a number of issues surfaced that are of exceptional importance for all those concerned with providing a properly-balanced contemporary education. One or two of these issues are so close to what this number of *New Era* is about that it seems right to bring them forward ahead of the main Conference Report. The chief matter of which we need to take particular account in the present world scene is that we now have to supersede the idea of education as "child-centred" by that of education as centred upon the dynamic inter-action of the individual and his, or her, social context and experience.

This shift of emphasis calls for a careful re-evaluation of several concepts that have for some time been bandied about in educational discussion without sufficient precision to give them true currency in thought and feeling.

The Individual

The most obtrusive of these concepts is that of "the individual". Educators have increasingly come to emphasize the importance of individual development. This is, of course, wholly right. Each child is unique and must be nourished and encouraged in terms of his or her own uniqueness. There is no other way of being fair to the child and releasing his, or her, actual potentialities in attaining the ceiling of his or her powers as a person.

So far so good: an empowered individuality is indeed the aim. But, at the same time, we have to avoid **individualism** as destructive of both persons and society. Egocentricity — what James Henderson called "The Unbridled Ego" — brings chaos wherever it appears. Education, then, has, in its various processes and relationships, to **foster individuality but to avoid encouraging individualism.** That may seem obvious, but it cannot be taken for granted. For example, examinations and tests, unless used to serve the positive development of children, adolescents, and older people, are not only likely to promote human standardization but also to foster a me-first attitude to life. The same charge can be made against numerical marking, class orders and all other discriminatory techniques that give high status to

some at the expense of others. Such practices cannot empower all students in terms of what they are because they promote individualism at the expense of individuality and are, consequently, educationally unacceptable.

Individuality in a Social Context

The next relevant question, which was raised in various ways at the Bombay Conference, was "Where does individuality come from in the growth process?" The part of the answer that was seen to require especial emphasis was "Not only from within the individual." It has to be stressed that individuality is not self-centred; it is the outcome of a dynamic relationship between each individual and the total situation. Individuality, as has already been noted earlier, is the result of a dynamic reciprocity between person with person and person with environment.

John Stephenson brought this point out forcefully by building an analogy from an enchanting display of Kathak dancing which was one of the delights provided for conference members. The dancer — Sandhya Desai, of the Kadamb School of Dance — gave an enthralling exhibition. But so did the band that provided the music for her dancing. The especial reciprocity, to which John drew attention, was between the dancer and the leading drummer. Both were performing at the peak of their individual skills, but each depended on the other for the release of their abilities at the highest possible level of performance. Each inspired and empowered the other; without the other, each would have been diminished. Thus, the performance attained its excellence from the sensitive reciprocity of individual skills.

The message of this example is of universal application; individuality needs a social context for its growth and flowering, and a civilized society, for its part, is the fruit of individuals in purposeful and caring relationships with one another. Society, that is, is much more than the sum of the individuals who make it up; it is a flowering of the totality. This is equally true of a school community.

The lesson for education, still often neglected, is that content alone can achieve little, or nothing; context and relationships must also be right if learning and doing are to be significant formative experiences for students and teacher. Both have to enjoy together their dynamic relationship if anything of real value is to arise.

Another conference member, Dr. R. K. Mishra, Vicechancellor and Professor of Biophysics at North East Hill University, Shillong, brought a relevant insight from biology to the discussion. Modern biologists do not just study the objects of their speciality; they study the object in its total context. They find they need to look at things, and the processes linking them within the environment in which things and processes exist, if they are to arrive at the truth about what is going on. Modern science is finding that answers to its more difficult problems are not to be found by adding bits together but by apprehending dynamic wholes, and working towards a synthesis of all the aspects of an enquiry. Education, too, needs to operate as a dynamic whole; persons and content and events within their social environments. Such approaches bring individuality to the fore while exposing individualism as an isolating influence which is obstructive to healthy personal growth.

These insights of the Conference embellish in a fascinating way the importance of the quality of the school community. The school community is the social context of the teachers and learners whilst the school itself is an element of the wider society of which it is a part. Once again we are in the presence of a dynamic whole in which each part depends on the others for its full growth and functioning.

Self and Ego

There is another concept which needs tidying up in the interests of clear educational thinking. This is the idea of Self. Self appears in different roles in educational discussions, some positive, others negative: self-confidence, self-esteem; self-centredness, selfishness and so forth. So we must ask what exactly do we mean by this word, which is often confused in the West with the Ego.

Eastern philosophy makes a clear distinction between Self and Ego, and tends to disparage Ego as a vain illusion, a trap, a block to clear understanding, while holding up Self as the eternal and immortal part of the psyche which it is our duty to realize in order to attain transcendence.

This is absolutely valid because too much self-absorption shrivels the psyche. But, in the West, "Self" is often used as the equivalent of "Individual" or "Personality", thus bringing it across from the negative to the positive side in the description of Being.

We cannot, however, stop there, because "Self" as used by, say, Jung goes beyond what is usually meant by

"Individual". For Jung — who was the great innovator in searching out the subtle range of the mind - Self included the totality of fully developed personal existence - akin to Freud's "Superego". It embraced both conscious and unconscious elements of the psyche and was rooted in what he called "the collective unconscious" - the deep, commonly-shared experience of all mortals, organized in terms of universal mind-symbols which he called the archetypes. For Jung, "Self" is a grand, all-embracing concept which contained but went beyond what we usually mean by "the individual", although the recognition of the upward reach of the individual mind, now often described as "cosmic consciousness", goes some way towards bridging the gap between the educator's concept of "the individual" and the Jungian "Self".

Personality

"Personality" is yet another of the educators' words that needs sorting out. People may use "the fulfilled personality" as the equivalent of "the mature individual". And, indeed, the difference is slight. Personality, the dictionaries of psychology tell us, is the individual as perceived by others, whereas Individuality means a unique pattern of released powers and potentialities. the link is that personality is individual uniqueness "as it manifests itself to other people in the give and take of social life". (Penguin Dictionary of Psychology)

This semantic tangle need not worry us so long as we get the dynamics right. These can be simply stated: we know that all people - with the exception of identical twins - are genetically unique; we know that education's task is to nourish that uniqueness towards its full positive expression in being and living, sometimes called self-actualization, and we know that such growth depends for its fruition on warm, stimulating and rewarding relationships with other people, the immediate environment, and the wider world. The conditions for such growth-within-community are shared human values. Which is why schools must be civilized and civilizing communities if they are to serve, as they should, both whole individual development and the continuation and advance of the civilization in which the schools exist.

The great destroyer of civilization is greedy, selfish egocentricity that drives ahead regardless of consequences to others. It glories in ultra-competitiveness as its natural milieu of operation, while fearing and avoiding genuine cooperation because cooperation involves sharing oneself with others in the pursuit of common aims to the advantage of everyone.

Conclusion

Today we are all living in one world and teaching about one world, and we are building a future together, or failing to build it. This involves our developing the students' understanding of the world in which they are growing up and their responsibilities towards it and towards one another. Hence, they need to know where they are and to get the feel of themselves as 20th century human beings. Understanding how things are, and how to relate to what is "out there" should, therefore, today be regarded as basic skills. We cannot relate to what we do not understand, while it is conscious, imaginative relationship that permits individual growth, and social awareness, to expand together. It is in this fascinating area of new educational insights or, at least, changed educational emphasis, that the task of building excellence in school communities and the concerns of the Bombay Conference found common ground.

The Conference was, of course, taken up with other areas of education than those touched on in this report. This limited foretaste is offered simply as a gloss on the general theme of this issue of *New Era*. At the heart of both is an understanding of the dynamic of individual and social growth, and their intricate inter-relationships.

Dr. James Hemming is WEF Honorary Adviser, and a long-standing member of the WEF International Guiding Committee. An educational psychologist, he is well known as a writer and broadcaster. His address to the 33rd WEF International Conference in Bombay on "The Education of the Caring Impulse", printed in the previous issue of *The New Era* touched on a key theme in education which is developed in this issue of the journal.



AT THE 33rd WEF INTERNATIONAL CONFERENCE BOMBAY, JANUARY 1987

Left to Right: Dr. Madhuri Shah, WEF President; Mrs Kallolini Hazarat, Conference Secretary; Dr. K. Singh, Bombay University; Dr. Ruth Rogers, Coordinator 1988 WEF Conference.

Excellence in School Communities

James Hemming

Introduction

We all know of schools which everyone agrees are exceptional. The pupils are happy; the teachers are friendly and dedicated; the parents feel appreciated and welcome; attainment is high and the whole place fizzes with vitality. We would all like more of such schools but when we ask "What makes them as they are?" we find ourselves at a loss for answers. People talk about "a good school ethos" or "a nice climate" or "an exceptional Head", but that does not get us anywhere much. If education is to play its full formative role in individual and social life — and nothing less will do if we are to see the planet through the multiple crises facing us today we have to try to identify the principles that underlie the quality of the exceptional schools. Only so can we arrive at useful guidelines for helping in the transformation of the as yet inadequate schools, and in making teachers in training aware of what their profession is all about. That is why this issue of New Era is concentrating on an attempt to tease out the essential principles of excellence in school communities. Later on we shall be looking at the modus vivendi of particular schools; this article sets out to present a broad perspective on the whole field at issue.

The Social Element

For a start, it can be stated with some confidence that we are primarily concerned with social principles. Carefully designed curricula and revised systems of assessment, highly desirable in themselves, will not, by themselves, create a happy, or even a successful, school. The quality of life in a school, or any other community, depends, fundamentally on how people treat people and how people value one another, both within the community itself and in relating to the wider community around and beyond itself.

This social approach by no means disregards the individual; on the contrary, it provieds the milieu in which the individual thrives. If you think of the individual as a separate entity and concentrate your attention solely on individual advance, then you are likely to end up with egocentric individualism rather than socially-related individuality — the responsible, interested, concerned, effective personality.

We should look carefully at this point because it underlies a great deal of confusion in educational practice today, a confusion which militates against building schools into the sort of places we would like them to be. Until quite late in the present century, the search for excellence in education was concentrated mainly on individuals. Society sought to identify the bright ones and then to build up their skills to the highest possible level. The job of the schools and universities was seen to be turning out such high fliers, for whom the various institutions, organizations and industries would then compete. The logic was that, if you could grab a concentration of ability for your particular purpose, this must lead to exceptional results whether the organization concerned wanted to do research, make and sell things, steer banking to prosperity, guard the nation's health, teach the nation's young, or whatever.

Meanwhile, of course, there were the also-rans to be slotted into undemanding jobs where they could fill a niche under the overall sway of the controlling élites, or, if no niche was to be found, could be looked after by the social services.

Individuals Grow Through Relationships

We now know that there was a deep flaw in such thinking. Individuals matter, individual ability matters, every individual should be helped to achieve the ceiling of his, or her, powers, and the higher the ceiling the better. But, having agreed whole-heartedly about that, we are still left with a perhaps unexpected truth: productive life is inescapably social.

It may seem that this cannot apply to the artist, the inventor, the philosopher, the mystic, the great scientist. Actually, it does to apply to them as to lesser mortals. There never was an artist who was not shaped by his response to the art around him and the society in which his life was embedded, who did not seek to interact with other artists, and who did not, while sticking to his own perception of things, long for the approval of his fellow men and women.

A Newton or an Einstein or a Darwin builds on the work of those who have gone before him. By taking their ideas on board he shapes his own. The needs of the society of his time point him towards crucial issues. His originality is challenged and sharpened by the survival struggles of past ideas. His powers are sparked by contacts and interactions, and are extended by such tools—like telescopes or microscopes or mathematics—that others before him have fashioned for his use.

Even the solitary genius, writing great poetry in a

garret, let us suppose, uses the society he has deserted to provide the substance for his work. The very words he uses are social artifacts, generated by the realities of the vivid exchange, between people, of thoughts, feelings and ideas.

There is no need to labour the point. We all operate in a social matrix and what we are, and can become, depends on the stimuli and relationships we can draw upon from that context to serve our individual process of becoming.

So where does that leave education? Plainly with two interrelated tasks:

- 1. the stimulus and nourishment of individual growth
- and 2. the provision of a social milieu for that growth to thrive in.

As a corollary to that, we should notice that only such a complete educational experience can, as well as providing information and know-how, develop a well-tuned capacity for cooperating with others — the sine qua non of an effective and satisfying life.

We shall not further consider here the scholastic growth of the individual because that has received, and continues to receive, a great deal of attention. Instead we shall concentrate on a too much neglected area — how to attain social excellence in the school community. Actually, the first — the stimulus to academic attainment — is contained within the second: social quality. This because, if the quality of community life is high, all people within the community will have a maximum chance of flowering, through the release and growth of their potentialities; if it is low, the vitality, effectiveness and satisfaction of everyone involved will be impaired.

What then are the principles involved? This has to be a major concern for The World Education Fellowship in the immediate future: identifying the principles, exploring them in practice, studying how they can be built in where they do not exist; in brief, spreading the message and the action. This is a vital role for WEF today.

Principles of Social Excellence

Mercifully, we do not have to start from scratch. Society is at present slowly evolving towards the recognition of **social** factors as crucial to productiveness of all kinds. "Stronger than armies is an idea whose time has come." This idea has come and its efficacy is being recognized, and wondered at, the whole way from the rehabilitation of dangerous criminals to the setting up of neighbourhood units, or the organization of multinational enterprises.

A member of the new generation of young British industrialists makes this point:

"One cannot build a modern industry on the basis of slave labour. If this is the basis people work from, we are doomed. How can I compete if my overseas competitors have instilled identification with the common aim among their workers and we have not."

Identification, we are told, grows from participation — involvement. It cannot be imposed.

Another modern-style industrialist states:

"There is a new requirement for more internal cooperation and less internal competition."

A recent book for industrialists is called **The Competence Process** and is sub-titled: "Management for commitment and creativity". One of its chapters is called "Conditions for Participation", and another "Conditions for Creativity". A book about management, which has been a best-seller, has the title **In Search of Excellence**. These books, and others like them, stress that people matter and that trust and cooperation are the key features in any productive organization. They also emphasize the importance of honesty in relationships. It is no good putting on a front in order to appear democratic and humane; good management has to be commited to both.

How shall we set to work on elucidating this exciting new area of human awareness, particularly in relation to education? An inviting possibility is to investigate what relevant principles have been discovered and validated in an area outside education and then to check back to see how such principles are being followed, or ignored, in education today. So let us move towards that aim by examining what basic social dynamics industry has been discovering over the past few decades.

The justification for choosing industry for comparison is that industry **has** to get results and is a uniquely reliable testing ground for the way what happens to people influences productive outcomes. False ideas can, and do, survive for generations in semi-protected areas like education or bureaucracy. False ideas in industry quickly lead to ineffectiveness and, ultimately, to bank-ruptcy. So social ideas that are growing in esteem within industry have been tested in a pragmatic environment that cannot brook insubstantial ideas.

It may come as somewhat of a surprise to some that I am suggesting that industrial practice has something useful to offer education. Indeed, much of industry is unimaginative, greedy, and itself a ready generator of social conflict. However, at the forefront of modern industry, worldwide, as we have already noted, something very different is going on, and from this sector education

Education can benefit from that spadework. What then are the principles that have so far been identified?

Pointers to Progress: 6 Basic Principles

One principle that has clearly emerged is that we should always relate authority to aim. The question to ask of any organization is not "Who is boss?" but "What is boss?" Mary Parker Follet, as long ago as the 1920's, called this "The law of the situation". Until everyone involved understands and accepts what an organization exists to do there can be no sense of direction. Without such a sense, the creative powers of the people involved are not focussed but fragmented. The role of authority is not to dominate but to get this sort of clarity and creativity working.

Who decides what the purpose shall be? That brings us to another principle. Basically, society itself makes the overall decisions in broad terms. Schools exist because children need education. Cafés exist because people sometimes need to eat out. Television exists because people like being informed and entertained, and so on. We are all subject to such general constraints, but — and this is the vital bit - exactly how the purposes are carried out, refined, and extended are the responsibility of the people participating in them, and that calls for open and continuous interaction in order to work out a programme of action that makes sense to everyone cocerned. Lacking that, there is no chance of real dedication and enthusiasm. And, without these, the quality of the outcome is in peril, whether the entity we have in mind is a mature personality, a good doctor or a motor car.

A third essential principle is *mutual trust*, with which *mutual respect* is naturally linked. People cannot participate with one another effectively in the achievement of a common aim if they do not trust one another. Trust, in its turn, depends on open and shared information. How can you trust, or respect, your superiors if you think they are keeping you in the dark on important matters?

The late Lord Brown, a pioneer in humanizing industry, used to say: "If you are afraid to tell people the truth, what you will get is rumours that are much worse than the truth." In this, as in everything else, honesty is the best policy: humanly best, morally best, pragmatically best.

Only two other essential principles governing excellence in the conduct of socially purposeful groupings need concern us here. One is the obvious one that all people need to feel valued and cared for. anyone who feels undervalued, left out, or put down, is cut off from his own road to fulfilment as a person, and from the

community that rejects him. Every such person in a community diminishes the warmth and vitality of the community as a whole. To refer to Lord Brown again, he used to say that he made sure that the tea ladies knew how much they were needed to keep everything running amicably. Another example: a manager explained: "Our telephone girls know how important they are because we point out to them that people who ring us up will judge us by them."

Finally, of recent years, it has dawned on industries that they cannot live exclusively within their perimeter fences. They are increasingly showing interest in, and concern for, the wider community outside their gates. So we find industries adopting rubbish bins for the streets, helping to fund the local theatre, giving some of their products to needy organizations, lending out personnel as instructors, and much else besides. To dismiss all this "A shrimp to catch a mackerel", as some do, is to be vastly over-cynical. A genuine will exists in firms to make a contribution to the local community. Both the firm and the community gain strength from it and appreciate one another the more because of it.

Let us recapitulate for a moment. We started with the idea that educational institutions needed to clarify and identify what are the principles governing excellence in school communities (and, incidentally, other educational establishments.) It was further suggested that these principles are today being sought for on a wide front and that education would do well to consider its situation in terms of these general principles. We then looked at social ideas within advanced sectors of industry today, thereby using industry as a foil for identifying the principles that really work in uniting people to achieve a common purpose.

The six basic principles may be summarized as follows:

- 1. Clarifying aims within a framework of democratic leadership.
- 2. Working on the development of a sense of common purpose in achieving those aims. Sharing ideas.
- 3. Building mutual trust and respect through the experience of participation and cooperation in furthering the aims.
- 4. Openness. Shared information. People encouraged to speak their minds.
- 5. Warmth and concern in personal relationships. Making sure that everyone feels valued and cared for.
- 6. Establishing relations within the wider community.

Of course, each principle interacts with the others; the whole represents a dynamic network of influences.

Some Subjective Impressions

Let us now consider how relevant these principles are to the school situation, and how far they are being taken into account in education today. To begin with, we may perhaps risk a broad definition of a good school and then investigate the principles to which it seems to be working by comparison with the principles of social excellence we have arrived at. The definition might be: "A good school is particularly successful at fulfilling all the roles of a complete, humane education." Who says so? The answer has to be in terms of personal judgements. Academic purists may protest at this, but we have to start somewhere.

For my part, during the past eighteen months, I have taken whatever opportunity offered to talk to people working in educational establishments that, by general consent, are regarded as exceptional. The question for which I was seeking an answer was whether these schools were one-offs or whether, as well as being uniquely themselves, they had worked their way through to such common principles as we have been considering. My range of informal exploration was from nursery schools to further education. It seemed to me that common principles did exist and that they were close to the principles listed above.

For example, none of the Heads were autocrats. They were enablers and facilitators. This is not to suggest that they were indecisive. Quite the contrary; they knew what they were at, but they sought to work with and through other people; to listen and discuss. All the schools, too, were aware of the need to clarify their purposes and were prepared to work hard at it. Things happened through participation, and the generation of ideas within the community, not by diktat. There was a climate of sharing; of information, ideas and problems. And all were caring establishments, alert to spot and help those in need of support and encouragement. All, too, were engaged in lively interchange with the wider community.

My subjective impressions are, then, that the good school communities **have** arrived at common principles of being and operating and that these principles ring with those discovered in industry and elsewhere. The "how" of doing things humanely is, it seems to me, very similar in all school communities whatever the situational differences that may be present.

A few weeks ago I was hearing about how these principles worked out in a community comprehensive school. Today, in *The Guardian* newspaper, I read of a primary school in the south of London which Her Majesty's Inspectorate describe as "excellent", "impressive" and "one of the most outstanding schools in the country." The Head described his purpose as "to

devolve power from the head to the staff and from the staff to the children." Standards in basic skills are reported to be high but "writing and expression are learned by draft pieces which are not marked but kept loose and used for subsequent learning; everything is learned for a motive clear to the child."

One of the teachers describes how the management system works: "The structure is hidden because it goes on outside the classroom. It is a subtle structure that we work out together. Within it the children can form their own groups, have their own tuck-shop, learn about what inspires them."

It is the way the principles of good schools ring together, and with principles discovered elsewhere, that is so exciting and heartening. We now see how dynamic communities are to be generated and sustained.

Some Short-falls

I would now like to comment on how far the good principles are operating in the general educational scene. Some serious short-falls are immediately apparent.

- 1. Many schools are still too élitist to qualify as good communities, particulary at the secondary stage. There may be academic élitism present among both staff and pupils. The mathematicians and physicists may be regarded, and may regard themselves, as superior persons vis-à-vis the English or Arts teachers. Pupils, en route for the heights, may assume, and be accorded, special status. A bit of snobbery here and there is probably unavoidable; the damage is done when class distinctions are built right into the school's way of life.
- 2. Leadership may also be at fault. Authoritarian Heads are becoming the exception but they still exist. We now know that it is not possible to have both good social relationships and autocratic leadership. Purposeful collaboration between Heads and Deputies is not always what it should be. Here again, we can learn from industry, which has shown that conflicts in leadership sap morale from top to bottom of the organization.
- 3. Another not infrequent weakness is for a school to fail to work out what its purpose is. Under the day-to-day pressures upon them, some schools do not devote anything like enough time to clarifying aims and arriving at a common purpose. It seems that there is enough impetus in the examination drive itself to keep things going, and that ad hoc conformity may stand in for a broader educational purpose. (It worries me when parents tell me of their seventeen-year-old children who feel that they are being bludgeoned and manipulated, by both staff and parents, into ceaseless preparation for their "A" levels. These young people are yearning for a broader perspective on life and more consideration of

their own wishes and interests. Many really bright young people get fed up with the perpetual pressure on them and some drop out in order "to get on with my own life" as one girl put it who had been referred to me for lack of motivation.)

And Some Fresh Ideas

This brings us to the issue of how far young people should be participating, not just in choosing subjects, but in how the subjects are studied. The greater the participation, the higher the motivation — inevitably. Some schools believe that modular approaches, in place of packaged subject teaching, pave the way for a livelier and more determined student participation than can easily arise from subjects that just "follow the textbook".

Individualized subject programmes, supplemented by plenty of interesting interaction, are also being experimented with in some areas. Such courses release personal powers whereas young people often feel tied down, and limited, if not actually bored, by traditional subjects. All such innovations combine the personal and the social and so serve to enrich community life. They are important components in creating educative communities in which interpersonal communication and cooperation can thrive. It must be added that such powerfully educative school communities require a sufficiently generous staff/pupil ratio to permit relaxed face-to-face contact, small group activities, individualized study and assessment, and pastoral care.

Openness of information? There is little motive for secrecy in school life but it is important that everyone should know what is going on. One Head told me: "Announcements in the hall don't work." He makes sure that coming events and interesting facts about the school are discussed in tutor groups. This shows, once again, the link between information (learning) and a social situation. Clearly, too, the more the pupils themselves participate in the planning and organization of events, the more they will feel personally involved in them. The same Head commented: "Young people want to be committed. We are the ones who turn them off."

People not afraid to speak their minds? The traditional way is to give teachers a free hand to say what they like about their pupils at the same time as largely, or totally, forbidding pupils to challenge what teachers say or do. In the open school community all members of it are accorded the right to speak their minds. This makes some people nervous in case it leads to unpleasant mutual slanging. A London Head, in whose school openness is the accepted way of life, disagrees. He maintains that, once the custom of mutual courtesy is estab-

lished in a school, openness does not explode into unpleasantness. He says: "When you have mutual respect all round, that sort of thing just does not happen." If the pupils think they have been unfairly treated, they go straight to the head and say so. He sorts things out with the parties in the dispute, with his aim to generate understanding, not to apportion blame.

Possibly the place where most schools, particularly secondary schools, fall short is in failing to ensure that all pupils feel valued and cared for. A school system that writes off 40% of its pupils as also-rans is unlikely to leave this group, let alone others, feeling valued. The growing truancy figures demonstrate how many young people feel rejected and expendable. Really tackling this problem of the less able academically would, by itself, transform traditional practices. Education, the good schools emphasize, should be about helping children towards situations where they can succeed through their own powers. It is plainly cruel and wrong to force children to fail at what they cannot do when we could be offering them opportunities for succeeding in what they can. Yet the typical élite-down style of secondary education does condemn the less able to inappropriate tasks and inevitable failure. It has been said that the quality of a society is to be judged by the way it treats its weakest members. This is as true of a school as of any other community.

Although we are not dealing here with curriculum content, we must be concerned with how the curriculum is taught because this has a direct bearing upon the social quality of school life. Orating at the front of the class with content pitched at the average is still how some teaching is conducted. This cannot but be a formula for overwhelming the weaker brethren at the same time as boring the quick learners. A degree of individualization is unavoidable if good learning is to take place. At the same time, there must be pupil-to-pupil and pupil-teacher interchange if the learning process is to be a cooperative enterprise rather than a competitive struggle. These educational truths are now being taken on board by the caring schools.

As an example of the concerned approach, one comprehensive school in the North of London operates to the S.M.I.L.E. system of teaching maths (Secondary Maths Individualized Learning Experiment). Each pupil works at his, or her, own pace. Maths is popular and progress is above average; one girl passed her "O" level maths at 13! The learning process throughout is friendly and cooperative. The Kent Mathematics Project has made similar discoveries. The relevant point for community development is that a catch-as-catch-can competitive climate in the classroom is totally

inconsistent with building the sort of friendly, purposeful community that a school should be if it is to pprepare young people to play their part as persons, workers and citizens in the modern world.

Interaction between school and community - now the aim and achievement of an increasing number of schools takes forms which mirror the kind of mutual participation modern industry is attempting. Communityminded schools lose no opportunity of making a contribution to the life of the wider community, and of drawing in members of the community to expand the general awareness of the pupils and staff. A good deal of consultation goes on between the school, parents, and local employers. In addition there should be — and sometimes is — the broader aim of giving pupils a valid perspective on the wider world as a basis for an interested understanding of what is going on around the globe, and a sense of responsibility for life on Earth. Schools report an eager world-mindedness in many young people today and the enthusiasm of this group can spread to the others if interest is constantly nourished with talks, videos, radio programmes, discussions of current news and the rest. Once again, caring for others enriches school life.

It is, of course, artificial to suggest that modern industrial experience precisely parallels what is going on in good school communities. Nothing quite like the teacher-pupil relationship, and the personal nurturing it should involve, goes on within even the most personalized industrial unit. All the same, there is sufficient in common, in social terms, to suggest that we can indeed identify and work to principles of good community organization and relationships that have universal applicability and force.

Conclusion.

This article has been an attempt to point up the way we should be thinking if we are to raise our schools to total functioning as kindly and purposeful places of learning; as friendly and creative communities in which personal acumen and cooperative skill mature together; and as generators of interest and involvement. The young are the future and schools are the habitats within which, and through which they can mature into their full presence and power as persons, attuned to one another, the wider society, and the world.

We can now confidently identify principles through which we can generate social quality within our schools to match and extend the academic quality upon which, up until now, most of the thought and energy have been expended. It is an urgent task for all educators to get these principles operative as soon as possible throughout the entire educational system.

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Enhancing Human Dignity Through School Communities

Laurence Miller

Abstract

The author believes that enhancing human dignity and self respect in children is the central ethical issue in contemporary pedagogy. A case study he has recently conducted in Australia identified at least thirteen categories of dysfunction in family life which led to a loss in dignity and self respect in the children concerned. This in turn led to poor behaviour and performance at school. In these circumstances — by no means confined to Australia — schools are being forced to take on the role of parents — a role they have not sought nor are adequately prepared for.

Parents in turn, disturbed by the low behavioural and educational standards in public schools (often resulting from pupils with low self-esteem), are increasingly opting to send their children to private schools, or to educate them at home. The solution to these problems experienced by children, parents, and schools lies, the author maintains, in creating effective school communities which enhance the dignity of the children in them. This is a challenge for society as a whole.

Introduction: the problem outlined

In an article recently published, Donald Vandenberg ¹ posed an ethical question which confronts educationists "Could it be," he asks, "that **the most ethical question concerns human dignity in pedagogy?**" Similar questions have been raised by Speigelberg², Marcel ³, and McCluskey⁴. Each has presented a case justifying renewal of the definition of dignity and its application.

The author believes that loss of dignity in school-children, especially those who have suffered from the fragmentation and dysfunction of family life which is prevalent in modern life, leads to the poor behaviour and low educational attainment which have become all too common in public schools throughout the English speaking world. This in turn has led to many parents sending their children to private schools, or even to educating them at home.

Selwyn Fernstein⁵, writing in the Wall Street Journal quoted Carl Friedman who has been tracking home scholars for the New York State's Department of Education as having stated that those students are performing above the norm. In the same article, Mary Ann Pitman, an associate professor of educational anthropology at the University of Cincinnati, who has been studying home schooling, states: "From what I've seen so far,

these children are learning better than their counterparts in school." If that were not sufficient, she went on to say "they are in no way damaged by the experience."

While there is some explanation for this movement away from public schools in the political pendulum swing to the right, and in the unemployment problem among youth, much of the move to private schooling has more to do with the increasing affluence of parents and their inability to handle the problems of adolescence. The assumption held by parents is that private schools, particularly single-sex schools, are more likely to be conducive to better school performance and perhaps limit social problems. Many parents earnestly believe that private schools will enhance career prospects for sons and daughters. An additional contemporary problem concerning parents is addiction to drugs and alcohol. And, of course, there is the concern of potential pregnancy for a daughter.

Family dysfunction: a case study

In his book, "Tales Out of School", Patrick Welsh⁶ notes: "In the 1980's, the classroom has become peripheral in the lives of many of our students." Kids spend hours glued to the T.V. tube and to video. Nearly one out of two of them lives with one natural parent. Jobs and parties take precedence over education. These are but some of the changes. Today, there seems to be more economic pressures confronting parents. Surviving in the eighties seems to have become increasingly more difficult for so many, while on the other hand, a relatively small minority has become exceptionally much more prosperous.

It is no longer a rarity to encounter social problems within elementary schools. In an article recently published emanating from current research, I was able to identify thirteen different case types in one small school on the fringe of a large city in Australia. There is no doubt that such problems, which seriously affect children psychologically and emotionally, also affect them educationally. In serious cases it leads to retardation, social misfit, and generally a rejection of any positiveness. The teacher-learning process once affected is likely to lead to an exacerbation of behavioural problems which, in turn, deepens the problems troubling the child. The thirteen distinctly different sets of

circumstances in which home life was disturbing to children were found to be:

- (i) The father who is an excessive drinker thus causing constant disturbance, belligerence and undignified behaviour.
- (ii) The parent who is punitive by regularly beating the child. Usually this occurs in the case of a female parent where there is not a male present in the household, or arises from the stresses of endeavouring to maintain the financial support for the family. In the case of a male parent being punitive it usually arises from an uncontrollable temper, the influence of alcohol, or a dislike of the children, viewed as an unnecessary burden of responsibility. The problem at school manifests in the child "ducking away" on the close approach of a teacher; to try to establish relationships with such a child becomes a long hard struggle.
- (iii) Child abuse and neglect cases are usually identified as those children who are undernourished (many do not have breakfast), and are usually dirty. A celebrated case was a child who came to school one day with blisters on the palms of her hands. Her father had held her hands on the hot plate of the stove as punishment for a trivial misdemeanour. This child had been harbouring deep feelings of resentment because her father was having an incestuous relationship with her older sister, and she felt rejected because he had not approached her.
- The sick or dying parent will cause deep pain and suffering to children. A special case occurred when a father who was diagnosed as being dangerously ill moved to another city some seven hundred miles away; the eldest daughter who was very closely attached to her father grieved for him. The mother has since brought a new male friend into the house, causing the daughter to act violently.
- (v) Inadequate housing will cause family friction and tensions because of lack of private space. In times of unemployment families will suffer hardships, forcing an additional strain on children which seriously affects their intellectual growth and development.
- (vi) The family "housekeeper" occurs where there is no adult female in the house. The burden of responsibility usually falls upon the eldest female child. She is expected to do all the household chores and is often chastised if the work is not carried out efficiently.
- (vii) The parent who has given up. This type of

- parent will generally freely admit to having no control over one (or more) of the children. Such a child has been labelled "hyperactive" and seen as being difficult to raise. In a particular case the mother has tried, but received very little help from, support agencies. Her husband is often away from home and from her point of view does not give the support she needs. The child rules the household resulting in the mother retreating from control.
- (viii) Children from different fathers. It is not uncommon for children to have one parent who resides in a **de facto** relationship with another adult. There are those whose guardian parent has remarried thus having surnames different from the children. Such cases do affect children, particularly in terms of understanding identity.
- (ix) Father in and out of jail. A child might say: "I can't buy my books because Dad's in jail again and mum doesn't have any money. I don't know why he is in jail this time, but he seems to get into jail all the time. I wish he wouldn't!" In these cases the burden falls upon the mother to hold the household together. The children suffer because the family support base has been shattered.
- (x) Unemployment. In Australia the new poor are those who live in caravan parks which are generally occupied by the unemployed and those existing on social welfare benefits. Many of these people have suffered a considerable loss of dignity and self-respect because of the situation in which they find themselves.
- (xi) Overcrowding. Many families comprise at least four children and two adults living in a caravan, with perhaps an annexe attached. The children have no privacy (no personal space which they can claim as being theirs). Older children are more affected by the lack of privacy most of all. In the research there was a case of a child who came to school one day quite excited and happy. When asked what had happened to make her so pleased, she replied: "I've got a bed to myself now. My sister had a fight with mum and she's left to move into an apartment. I've even got space in my wardrobe for my clothes!"
- (xii) **Broken marriages.** These are numerous in contemporary society but they become traumatic events for children, more than the two parents realize. Many children are often affected throughout life through the psychological effect of parent separation. And, finally,
- (xiii) Ridicule by peers. For reasons defying reason-

able explanation, a particular family can be openly disliked by the majority of Caravan Park children. Such children have to suffer continuing ridicule and assault not from one child, but from many children. The harrassment begins at the Caravan Park, continues during the bus rides to school, and into the school grounds, until an administrator steps in to stop it.

Creating school communities

Such situations, as described above, are merely the "tip of the iceberg" because we have not yet begun to unravel the effect of social change upon children, nor have we begun to understand the impact of traumatic events as those identified on the lives of the succeeding generation. In many cases such persons search for escape—through indulgence in either alcohol or drugs. It is a social problem which can only be dealt with by **communities** and through community co-operation, understanding, tolerance, and with a will to create a better community where the dignity of the human being may be safeguarded.

It should be clearly understood that schools were not created to meet the special social demands that contemporary society seems to expect. For schools to meet these challenges would require such a vast input of finance and human resources that would be beyond the willingness of communities to support. Nor is there a willingness by either parents, nor by the community generally, to strongly support the school effort. In short, the challenges which confront schools today are not merely educational challenges, but are social issues which emanate from the family and from the community. The message here is: "unless we face up to the issues we could be developing a lost generation".

Another very important issue has been suggested by Welsh; it is concerned with youth promiscuity. "Today's culture", says Welsh "not only sends the messages that sex is okay, but it also provides a place to do it. That place is home." If mum and dad are due to be home by six, then there is ample time after school to use the facilities that the home offers. Again, the family problem becomes extended. If the community could be mobilized into concerted action a powerful counterforce would be generated to deal with the problems confronting children.

Another concern particularly among youth is unemployment. As the nature and structure of work undergoes change so, too, are challenges presented to the designers of school curricula. A much more sophisticated level of education is being demanded by employers. There has been an upward push for ability levels to meet the requirements for handling the new techniques and equipment now replacing the old. Yet when one examines the problem one is faced with an alarming reality. Twenty-five million American adults cannot read the poison warnings on a can of pesticide; nor are they able to read a letter from the child's teacher; nor can they read the front page of a daily newspaper. An additional 35 million read only at a level which is less than equal to the full survival needs of the entire adult population.

The U.S. federal government provides \$100 million yearly on the literacy needs of 60 million people. This represents only \$1.65 for each illiterate. For the entire population it represents four cents per head of population per annum. Compare that with the amount spent yearly on defence and associated expenditure — yet it has been said that an educated community is that community's best defence. The present allocation is to be cut by fifty per cent if the President's request is carried out.

It is evident that a person not able to function fully within society as a literate person must be at a grave disadvantage — unable to enjoy the dignity of a citizen who is fully literate. Nor, for that matter, is a child who has been abused, ill-treated, or molested able to feel dignified and wholesome.

Conclusion

It is this author's firm belief that the Vandenberg propositions on the importance of human dignity in education represent a challenge for action if we are to make some attempt to overcome those dysfunctions which are already present. The theory of dignity can provide the beacon. The task is to provide the opportunity, the energy, and the networks to enable each citizen to enjoy the maximum human dignity. Without dignity there cannot be respect and concern for others. If we force people towards survivalism then we expect to adopt the "law of the jungle"—a social Darwinism—whereby each succeeding action becomes less dignified than the previous one.

Dignity, then, becomes the watchword — the ideal element to strive for. The practice must replace the rhetoric, and each person should be encouraged towards maximization of one's potential. Thus Vandenberg's proposition leads to his suggestion that: Each human being has its own value and dignity; one ought to value the qualities of human beings; and one ought to respect and enhance the dignity of human beings.

Finally, a human being denied the right to literacy, or denied the right to employment, or denied the right to develop fully as a human being becomes a stigma upon society. To avoid this unhappy state requires a belief system that the order of things can change, that they can change for the better, and that each human being is entitled to respect and dignity as a human being.

NOTES

- 1. Of 250,000 young Australians who reach school leaving age each year, close to 100,000 immediately continue their education and complete 12 years of schooling. Many advance to higher education. Some 35,000 to 40,000 gain apprenticeships. Perhaps 10,000 to 15,000 enter either full-time vocational courses in certain areas which have no 12 year prerequisites. The remainder, over half of whom are females, seek to enter the workforce with no substantial vocational preparation. There are as many as 100,000 young people in this category.
- 2. The Kirby report, the latest of those viewing the problems of technology, youth and education states that more than 60,000 through no fault of their own want work, but are without it; as many again want work, but have given up the search; over 100,000 young people completed their education but are denied the opportunity in the long accepted way, of obtaining work, further training and independence. Large numbers of women are treated as second class citizens in the labour market; substantial numbers of those with disabilities and other disadvantages are left without hope of obtaining the stimulation and companionship through work; and numbers of older people are hurried into retirement which neither they nor the State is prepared to accept.
- 3. James Hunt Jr was the Chairman who prepared the report on **Education for Economic Growth**, Education Commission of the States in Education Leadership Vol. 41, No. 1, September, 1983.
- 4. In Australia, the higher participation rate, as stated earlier, 36% of the national cohort in 1982 and 45% in 1984, has generated a demand for senior secondary courses more related to the broad scope of life and work rather than to narrow tertiary entrance.
- 5. At June 1985, approximately 230,000 young people were recorded as unemployed and seeking full time work in Australia, (ABS figures). **The Blackburn Report** advocated vocational courses toward the end of senior schooling after a broad general education, whereas the Queensland report **Education 2000** recommended vocational courses beginning at Year 9. These two different approaches need reviewing and a beneficial compromise attained that will produce the future desired effects.
- 6. From 1982 to 1984 retention rates in secondary schools in Australia increased significantly. In addition, the T.A.F.E. sector would add about 11% to these figures, and approximately 43% of the Year 12 students enter higher education (Ball, 1986, p.12). Although this is an encouraging trend, especially in terms of economic growth through higher education, Australia lags behind her major international competitors in this field.
- 7. Japanese firms are spending approximately 2% of their GNP on training their employees. Sweden also has 2% of

- their workforce retraining at any one time whereas in Australia it is a pitiful 0.2% (**New Scientist**, 18th July, 1985). It is obvious that a stronger funding commitment is required.
- 8. The O.E.C.D. survey revealed that "on a per capita basis Australia has nine times as many lawyers and seven times as many accountants as Japan but Japan has nine times the number of engineers and scientists combined ... Australia has only one-third the number of engineers per capita as Japan" (1985, p.62–63). While it is obvious that economic growth should be in the manufacturing and technological arena, the above professions related to initiating these projects should be boosted before catering for subsidiary professions. Efficient production and sophisticated technology depend on science, but are also related to the supply of managerial expertise. In Australia, labour market planning has not been successful in engineering despite the 1960's expansion of engineering schools and colleges.
- 9. It becomes apparent then that Australia must keep ahead of developments to be competitive internationally with her trading partners. Mr Keating has strongly urged that Australia becomes less dependent on minerals and primary production for its export income and needed to generate a strong manufacturing and export industry base within the nation (**The Courier Mail**, June 17, 1986, p.3). This move is vital to ease the current trade deficit problem. The mineral boom of the 1970's is over with no real lasting benefit. Additionally the **Business Mail's** latest finding was that Japanese steel companies will not be able to import Australia's coal but will be forced to pay higher prices by the strict government policy (ibid). This strongline stance means that self-sufficiency and survival should also be our targets in the international arena.

John Elliot in his interview for "State of the Nation" maintains that,

"Australia ought to be the Switzerland of Asia...
we have 15 million people, a stable political
environment ... well-developed systems, communications ... the most highly educated group
as a whole outside Japan ... we have to use
Australia as a service region to Asia with
technological services and financial services".

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Members of the Australian Delegation to the Bombay Conference:

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Kay Crawford,
Geoff Haward
Margaret Kiley
Helen Connell
Lucy Skilbeck

Rear Phyl Haward Laurie Miller Ruth Rogers

The Role of Liberty in the Process of Education

Stuart Hannabuss

Introduction: the concept of liberty

Liberty entails having the right or power to do as one pleases or to do a particular thing. It also involves being free from something, e.g. despotic control. In other words, the concept of liberty invites us to consider the enabling aspect of human action and belief ("the freedom to . . .") and the restrictive aspect (being able to do and believe things within the context of external constraints like law, the rights of others, and rules.)

We might argue that liberty is necessary or desirable so that people can acquire skills, develop their curiosity, and engage in free inquiry. Implicit in this view is another, that people need freedom in order to enhance their opportunities, particularly those of doing what is worth while and even those associated with good and virtue. Such a pursuit of liberty is most effectively conducted under what Mill (in **On Liberty**, 1859) terms "the absence of constraint and coercion", a state of being "free from" interference and obstructive control. Constraints can be of many kinds, from ignorance and disinclination to lack of money and locked doors! Constraints can take the form of rules, and perhaps without the existence of rules we could not argue for the existence of certain types of freedom (e.g. in organisations).

In many cases, rules rely on appeals to authority, justified or not, actual or formal, and are often underwritten by incentives (like reward and punishment). So it is that liberty is an epistemological continuum between individual states of mind and explicitly exteriorised actions, and social and institutional structures in the world. On this continuum there is a tension between the claims of either side, as in the freedom of the individual and public law, or as in the urge for self-actualisation and institutional management goals. Mismatches of perceived truth and value spring up at these points of tension, as rules and norms seek to impose conformism on individualistic beliefs and behaviours. Such rules and norms are often legitimated by established social structures (e.g. schools) in the form of (a) social control, (b) political and economic accountability, (c) educational priority, and (d) value systems. For instance, a society may enjoin certain targets for taught knowledge within schools (e.g. vocational objectives) or tacitly use its educational system to acculturate learners into, say, bourgeois values¹. At this point, we might ask to what extent the institutional structures themselves are "free" from state

control, to what extent education is indoctrination, and to what extent utilitarian models for education dominate over broader-based, liberal models.

Liberty in the teaching situation

Liberty may also be seen in the teaching situation itself. One view of education is that based on the idea that experts exist to pass knowledge on to uninitiated learners, and that such "authority" deserves control on the part of teacher and obedience on the part of learner. This was Plato's view² and rejects the notion that children have the right to determine the path of their own education. Children can enjoy what they learn but not decide what it should be. This view argues that learners are ignorant of instructional alternatives and relative values in educational activities, and so should not be free to choose for themselves³. Value judgements on any particular intellectual activity derive solely from knowledge of that activity, precluding decision-making by uninitiated. Procedural problems that derive from this are various: one is external to the teaching, e.g. rights of students, choice of schools by children and parents, obligation to attend school up to a certain age; the other is internal, e.g. what is taught on particular courses and why, whether manipulation of thought and behaviour operates, and whether a spirit of free inquiry prevails in the classroom. At the back of the concept of "freedom" lie two others — discipline, which seeks to get people to submit to rules, and punishment, which operates for good or for bad when rules are breached.

Within these structures, state—institution and institution-classroom, there exist paradoxes and dilemmas. For most participants in education, teachers and pupils, the freedoms (such as freedom of speech and action and worship) coexist with constraints (such as libel, decency, reasonable behaviour, intolerance). A teacher might teach within a syllabus but interpret it as he/she professionally judges most appropriate. Another teacher may teach religion without bias but hold personal views which clash with overt practice in the classroom. When we look at the transmission of content, and the educational (and social) assumptions on which teachers teach what they do and how, many might believe in the virtue of following an argument wherever it leads, arguing that this extends the frontiers of knowledge, and that such engagement induces responsibility in the learner.

Responsibility in the learner

This responsibility in the learner is a key idea for educationalists looking at liberty, because responsibility presupposes the exercise of free will and choice. In exercising choice, pupils not only come to a cognitive understanding of the tensions between freedom and constraint (e.g. in such a situation as whether they should be entirely self-directing in their study or not), but also, knowing the rules, choose to obey them. That is to say, reveal themselves as moral beings through the internalisation of value systems. By this token, one might say that being moral involves exercising freedom. Such responsibility, moreover, might be regarded as one of the aims of education itself, since learners should learn not just bodies of knowledge but develop habits of mind that allow them, in school and afterwards, to become autonomous. Freedom therefore consists in:

- (a) an ability to observe rules,
- (b) an ability to make one's own rules, and
- (c) a capacity to impose them responsibly upon ourselves.

In proceeding thus, we get away from the matter of passive obedience — as Holt says "Obedience is the great multiplier of evil" - and we get closer to the concept of the free man. The Freedom characteristics of such a being^{5, 6, 7} rests upon rationality and reflection, the exercise of choice and a clear understanding of one's own and others' realities. Conduct, e.g. good behaviour in class or diligent meeting of deadlines by students, is thus an exercise of free choice, responsible choice. Such freedom adheres to the autonomous man, who can direct his life according to "thought through principles". Neill called this self-regulation, and went on to argue that external discipline became superfluous when such qualities had been acquired by pupils. A teacher's job was to help pupils to that "morally well-integrated personality" where such attitudes and behaviours prevailed8. Part of the integratedness was what Tillich called "the courage to be" (as part, as oneself)9.

The educational issues

The issues which these ideas raise for education are several. One concerns the aims of education: is the system intended to produce graduates or diplomates for particular tasks in society? Is it better striving to encourage qualities of mind like being undogmatic, interested in many things, and tolerant and generous of spirit? Is education a process of initiation into forms of life that are "thought to be worth while"? To what extent can and should learners be given the opportunity to determine what is taught and how? Questions like these permeate educational planning and curriculum design,

are very much the subject of concern in libertarian pedagogy, and pose very real instructional and psychological dilemmas for teachers and pupils. For instance, getting the balance right between directed and discovery learning implies the "rights" of either side and the possibility and desirability of a negotiated contract between the two. Again, relinquishing control entirely to pupils on the grounds that the inner or innate drive to learn will guarantee the motivated success of a learning experience is to make a series of assumptions which many educationalists are not prepared to accept. Holt speaks of traditional structures and of their conditioning effect on participants which disqualifies both from making objective choices and decisions⁴. His view is that the most effective freedom is that where the limits of freedom are suggested but not laid down, a "you may not" rather than a "you must not" approach. This is the recommendation of liberal education on the matter of freedom, that ultimately interiorised conceptions of freedom and liberty, choice and human relationships, is most likely to work, even if it involves deschooling society!

Liberty as opportunity and responsibility

Liberty, then, is an opportunity and a responsibility, and everyone in education, i.e. in society, exists under that antinomy. Resolution can be clarified and informed by enlightened approaches to education, but in the final analysis the task of teachers is to ensure that pupils and students are aware of the choice and the social and moral parameters of that choice. For most educationalists, moreover, this is not an amoral role, for most teachers import into the teaching situation a set of social values and intellectual assumptions which imply their perception of what is **worthwhile**, the pursuit and attainment of which is the perfect freedom.

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PART 2: INSIGHTS IN ACTION

Aim For Excellence:

The West Launceston Primary School, Tasmania, Australia

Geoffrey Haward

Introduction: First impressions

The motto of the West Launceston Primary School is "Aim for Excellence" and the visitor to the school is quickly struck by this happy cooperative of pupil, parent and teacher striving to make their motto a living reality. The K-6 school of some 320 pupils is situated in the hillside western suburb of the city of Launceston in Tasmania. Its history dates from 1936 and the school is now housed in early buildings of some 50 years of age, updated and refurbished most attractively, mingled with more recent additions required to serve the wideranging needs of the school's program. Paved areas, gardens and covered ways help to unify the school setting on a site which has needed hard work and imagination to develop to its present high standard. The whole site, including its recreation and outdoor education areas, is very well maintained and the most creative possible use is made of its space. The refurbished classrooms have had former corridors incorporated into effective learning areas to provide specialist corners and flexibility in planning for pupil interest. The library is physically as well as philosophically a pivotal, central facility accessible easily to all children and well used by all children. The interior of all buildings is most attractive with colourful displays of pupil effort interspersed with motivational materials to encourage further pupil explorations. The presentation, vitality and quality of all these materials reflect imagination, concern and caring, all important elements of the school's overall philosophy.

After appreciating the intial warmth of welcome, friendliness and the feeling of purposeful activity around the school, the visitor becomes absorbed into the school's life in more operational terms. A friendly smile, a helpful comment, a question from a pupil, a greeting from a teacher, all encourage a closer look at the specific task in hand. This may be an activity in the arts centre, a scientific experiment, physical education, the making of music, some language development or a mathematic problem and the visitor is aware of a wide diversity of tasks and operations being enthusiastically pursued all around. The extent of individual effort mingled with small group work and the wide breadth of interests and

abilities being catered for give obvious credence to the maxims of individual programming and individual differences. One senses the genuine desire to develop each child's talents and potential and regard for the very uniqueness of each individual. Yet equally comfortable and purposeful are the groups working as a team on a particular project. For the successful individual can also relate to the next person. In fact the sharing together, the mutual support, the facilitating, nurturing and encouraging of the group are all features of collaborative endeavour equally essential to the child's development and allowed for in the unfolding of curriculum paths.

One can appreciate the amount of careful and imaginative planning on the part of the teachers to develop the climate and potential for both individual and group participation. The preparation, the resources, the equipment, the "make-do" items if nothing better is available at the time, the coordination — all demonstrate the richness of the teachers' facilitating role. By appropriate sequences, balance and scheduling, the children grow in strength and derive so much from the direct experiences which are the basis of effective learning. It is this breadth of experience for the individual as well as the group, for the class or the whole school, that signifies the excellence of West Launceston's total program and the ingredients which make for the success of its curriculum, the practical and the creative, the academic and the aesthetic. for the children become totally involved in the activity or task or problem and this involvement generates further interest, new lines of inquiry and different challenges for them to conquer. The excellence of the problem-solving approach to learning is seen in the very high quality individual and independent results achieved.

In talking with the pupils the visitor is further struck by their care and genuine pride in their school. This pride may be in the new "plantation" of native trees or in a recent Red Cross community service project or a new piece of equipment erected at a "dad's working bee", or the success of a classmate whose special piece of work is featured on display. The girls and boys are eager to explain this to the visitor. One senses a real pleasure in the achievements of the other person. The spontaneity,

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ease of communication and self-confidence of the children are observable features of the school. They communicate with ease, poise and fluency, with all age groups and display quite exceptional ability to interrelate with adults, the results of sensitive encouragement from the teachers and the other many adults with whom they have meaningful contact. Clearly their personal development is helped and their confidence encouraged in the many opportunities created to allow for leadership growth. The school assembly, where items and reports are given, skills exhibited and group projects and experiences shared, provides an excellent vehicle for personal development. Similarly the pupil-led daily fitness session, games or group physical activities as well as the more traditional sports are other areas where those pupils who excel or have special talents and expertise can share these with their peers. Opportunities for pupils to exercise leadership abilities are integral to the developing and practising of worthy values and assisting the provision of a first quality learning environment. Everyone is encouraged to improve skills as well as to experience the joy of participation.

Particular qualities

In reviewing the school's ability to create a high quality community with relevant curriculum, child-centred and balanced in the development of knowledge, skills and attitudes, certain questions emerge. How does the school achieve so much? What are the particular qualities of this school? What are the principles underlying these qualities so apparent in the school? In short, what is the secret of West Launceston Primary School's success? I believe that some of these have to do with the following:

- 1. The clear, simple statements of philosophy, aims and objectives that are fully discussed and readily understood prior to acceptance by all parts of the school family; the careful planning and thought over many years concerning the appropriate models of pupil, parent and teacher development to create the present day climate of genuine caring and helpfulness. The outstanding success of the differently constituted "School Association" demonstrates this.
- 2. The direct two-way communication channels between and among the members of the school family; the excellent weekly bulletin "Go West" clearly serves very well the whole school community for notices, information sharing and a communication vehicle and as well is a catalyst to bring together the different members of the school family. Resulting from this obvious cohesion flow closer cooperation and mutual understanding of aims

- and practices. In fact the corporate spirit, cooperation and ethos deriving from "Go West" are some of the very distinctive attributes of the school.
- 3. The high professionalism, morale and cohesion of the teaching staff led and encouraged during recent years to develop as a cooperative team, in which each can grow as an individual within the support of the group through a variety of in-service programs, formal study, community involvement and participation in professional associations. The staff has been welded into a team of extraordinarily high capacity whose total commitment, skills and competencies combine to give the school a happy, enthusiastic and professional base and enable the newcomer, be it teacher or parent, to adjust quickly to West Launceston's esprit and organisation.
- 4. The carefully and thoughtfully structured teaching and learning groups designed to complement the school's aims and objectives in relation to pastoral care, intellectual, social, aesthetic, creative and physical development encouraging the active independence of the children who are able and eager to initiate, to seek out the problem and thereafter its solution. The consequent learning modes are uniquely successful.
- 5. The provision and easy accessibility of learning/ activity spaces for music, drama, art, craft and physical education, both indoor and outdoor as appropriate, have encouraged the development of resources for these curriculum areas, their inter-relationships and their natural integration within themselves and into the total school program. The availability of an old hall, tastefully restored and decorated and set up in the centre of the school grounds, for large group activities and school assemblies, provides another important communal focus in the life of the school. The development of specific skills as well as the pleasure of participation are both enhanced through the school's dynamic approach to the related arts at all levels to suit the individual's talent, capacity and interest.
- 6. The emphasis accorded the library as an alive, vibrant and well-stocked resource centre.
- 7. The expert coordination of individual work, small group endeavour and larger group involvement in all areas of the school program to foster independence, leadership and participation in an achieving, caring school community result in the confident manner in which the children can express themselves to each other as well as to adults. In fact the children's ability to relate with others is one of the school's outstanding achievements.

- 8. The quality examples, models and assistance given to the children by each other, their teachers, parents and all the adult community members who share in and enrich the school's programs and organisation which in turn generate further participation and involvement, are quite exceptional in their extent and diversity.
- 9. The encouragement and help offered to all who wish to explore, to try something different, to succeed or to fail with equally positive and sensitive evaluations support a learning style wherein pupil initiative directs and signals the form of a particular learning path which culminates in a very high level of pupil independence.
- 10. The respect shown to each other, to the physical plant of the school, its grounds, environment and equipment with the resulting high physical and personal standards which are valued and appreciated by the pupils.
- 11. The reaching out to the wider community beyond the school at the local, regional, state and international levels with relevant special programs and experiences as appropriate again forging the strong links between child, teacher and parent; in addition these extensions enable the provision of individual enrichment for a gifted child or a wider horizon and broader understanding for an interest group or indeed specialised help for an under-achieving pupil.

Certainly in a school community as broadly based and dynamic as that of West Launceston, there are very many factors which contribute to the happy, purposeful spirit of the school. So many people interact in its exciting fabric. For certainly it is a school of exceptional achievement brought about by the corporate effort, common purposes and objectives and the enthusiastic contribution of everyone associated with the school. Acknowledging the impossibility of teasing out all the specific reasons for the school's quality, I believe however that the principles, practices and philosophies outlined above do play a significant part in the distinctive achievements of this school. By continuing to "aim for excellence" West Launceston Primary School will continue to be an exciting and exceptional educational community.

Concluding Comments about the school Comment from pupils at the school

West Launceston is a very friendly place. Children, teachers and parents help each other. Communication between us all is really good. The teachers listen to us and try to understand our problems. We are trusted and

responsibility is given to us. This helps to build up our self-confidence. Our school curriculum is very broad and we can all find things which interest us. We are lucky as many of our parents and people from the city visit us regularly and help us with our activities. The School also develops our perspectives on society by including topical issues. Through discussion we are helped to understand the complexities of society.

Comment from a parent

Some of the main things I believe which have contributed to the outstanding quality of West Launceston are the great "sense of belonging" we have as parents. I feel that our ideas and our contributions are valued. We all have the opportunity to share in the formulation of school policy and further to be part of the implementation and practice of this policy. Obviously much of the style of the operation comes from the Principal's democratic, open style of management. This reflects the many personal attributes of the Principal and his staff who all encourage us parents to have a viewpoint and be much more involved than mere providers of "goodies" by way of resources and equipment. Naturally we do this as well - we raise funds each year for a carefully thought out priority list of items. However it is the opportunity to be part of the organisation, its development, its curriculum and the whole fabric of the school in its community that makes my participation relevant and important to me.

Comment from a teacher

I have been most fortunate to be part of the recent years' development at West Launceston as I feel I have developed tremendously by participating in the school's organisation and programs. The genuine co-operation and collaboration of Principal, staff, parents, children and community members have created a school with a clear mission. I was encouraged to initiate in the full knowledge that the evaluation of the pupil by the total school community would be just, sensitive and supportive. I have become more aware of broader ramifications of decisions and been able to work in a fuller context. This climate has in turn made me more confident both as a person and as an educator. In other teaching appointments, I have never felt so involved and understanding of both the product and the process of primary education. The management and organisation of the school and the closely knit relationships of all members of the School family make West Launceston exceptional.

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A School Which Dared To Be Different:

Ferntree Gully High School, Melbourne, Australia

Irene Pittard and Arthur Sandell

Introduction: Four distinctive features of the school

This is a small report about a big-hearted school: a school which since its inception in 1968, has dared to be different. Because it is different, it has sometimes attracted ill-informed criticism.

To us who were outside observers, at least four features stand out.

- 1. This secondary school does not prepare its students to sit at the end of year 12 for an external examination based on an externally prescribed syllabus. This gives both students and teachers flexibility; it encourages initiative and places on the student some responsibility for what he or she learns and how; and it provides the school with an opportunity to meet individual needs. It also makes the school different from most other secondary schools.
- 2. The second, and quite crucial, feature is that *the school assesses its students non-competitively*, and this is achieved by making the assessment descriptive rather than by means of a numerical or other form of mark. At the end of each semester a student receives in each subject a 250-word teacher assessment. Students are also required to make an assessment of their own achievement, which, like the teacher's statement, becomes part of the cumulative record of performance. Two examples of teacher assessment and of student self-assessment are given in the appendices of this report.
- 3. A lengthy statement about each student requires that the teacher knows his, or her, students in a way that is unnecessary when achievement is measured only by performance in examinations. This, then, is a third distinctive mark of this school: teachers know their students extremely well. Pastoral care operates horizontally as the responsibility of the home group teacher, the one who knows a student best because he or she teaches that student more than anyone else does. In the first four years, the particular curriculum area for which the home group teacher is responsible is known as General Studies, an amalgam of traditional disciplines drawn mainly from the humanities, ranging from strongly teacher directed to completely student directed. It is the chief vehicle for teaching

the skills of written and spoken communication. Benefiting from the extended amount of time spent with his or her students on these studies, a teacher's counselling can be given with confidence and sensitivity.

Where possible, home group teachers move up to the next year level with the same group of students, so that many students have the same home group teacher for the majority of their years at school. At the time of our study of the school, there is one teacher who is well overdue for long-service leave who has refused to take it until he has seen his group of students through year 12. The close relationship between students and teachers is reflected in the common practice of students calling teachers by first names when both feel comfortable about it. The friendliness between teachers and students is extended also to parents who are welcome at all times in the school, and invited to join in classroom activities and to go on camps and excursions.

4. The fourth distinctive feature is *the extent of student involvement in the local community*. Beginning half-way through year 8, and extending through years 9 and 10, students may select from a range of options which bring them, for several hours per week, into contact with people outside the school.

One of these options is cross age tutoring. A student who chooses to do this spends about two hours per week working with one child or a small group of children in a neighbouring primary school or kindergarten under the supervision of a teacher in the host school. A similar amount of time is spent in preparation for this weekly lesson, in developing learning materials, in discussion with other tutors and with the supervising teacher, and in writing up a diary which includes a description of the lessons given and observations on relations with the children and of the outcomes of what was being done. We saw young children in the host schools greatly enjoying their contact with older ones, and spoke to a principal who vouched for the benefit of this with some warmth. But the greater benefit is that which the tutors derive - from being entrusted with responsibility, from thinking about how small children learn, from

developing the skill of communicating their own experience and feelings when they discuss what they are doing, and from learning to assess their own performance.

Some examples of the school at work

We saw Joanne, a fifteen year old who, from the report of her teacher had a poor self-image and a history of rejection and isolation, being admired by several kindergarten children because she could play a guitar and was letting the small ones have a try. It was reported to us that Joanne's self-esteem had recently increased and with it her achievement at school, and the only apparent cause for this was her being entrusted with a responsible role in a kindergarten for a little time each week. We saw another Joanne, and Colin, taking a class of twenty prep grade children through a motor co-ordination programme which they themselves had devised. It has been found that deficiency in motor co-ordination, no doubt brought about by too much watching of television and too little running free, retards learning and must be overcome by special programmes. Joanne, slight and graceful and only fifteen, performed with the confidence of a trained teacher, and with a charming naturalness despite the presence of strangers observing her. The competence of this young lady was a delight to watch: she knew from study and observation precisely what physical exercise five year olds need, and the children responded to her with enthusiasm. Colin, on the other hand, had much less confidence and willingly accepted Joanne's leadership role.

Another option in years 9 and 10 the school calls Working With Others. Twenty institutions — homes for the elderly, centres for disabled adults, schools for physically and mentally handicapped children — accept the help of students from the school. This is a more adventurous programme than Cross Age Tutoring because the students are entering less structured and familiar situations than primary schools, in most cases to make contact with people who are older rather than younger than themselves, and in some cases with people whose mental or physical condition may at first frighten a normal young person.

Certainly there was nothing frightening for two girls we saw playing cards with elderly ladies in a nursing home. The fact that there were two of them was unusual: mostly they go alone and have no familiar companion to lean on. The matron of this home was wise enought to see that a little intervention on her part would increase the usefulness for her patients of the visit from young people. She suggested to the girls that, on their next visit, they should invite the ladies to talk about their

childhood days at school, and that the girls should describe their own schooling for comparison.

Readers may expect some precise moral development motivation in programmes of this nature. If it exists, it is not a major preoccupation. Obviously a young person who chooses to be in the situation of having to care about a younger child, or a handicapped person, or someone who is aged, may more easily be able to be caring as an adult than one who has never been in such a situation, but primarily the motivation for the programmes is to increase the maturity of the student through responsibility and through a widening knowledge of the range of human nature. We stress that students choose to be tutors or to work with others; they are not dragooned into a compulsory "social service". We stress also that the students must find their own way to the institution to which they are committed, and their own way back to school, and be on time for both.

The social milieu

In order to complete this story it is necessary to describe briefly the social milieu in which Ferntree Gully High School finds itself. The school is situated in an outer suburb of Melbourne, in a growing area which attracts some because of its back-drop of pleasant hills, others because the cost of housing is less than in suburbs nearer the city's centre, and still others because it is not far removed from several centres of industrial employment. The district regularly returns Labour members to parliament. At the time of our study, as for some years past and for the foreseeable future, there is high unemployment in this as in other areas of the country, particularly amongst the young, and particularly amongst girls. Given all these circumstances, the school is catering for children for whom the future is by no means secure. If the programme it offers is to be relevant to the students' future, it must take account of this uncertainty.

At years 11 and 12 a course is offered called "Community Studies" which serves the dual purpose of extending at a more intellectual level the experience of community involvement derived from the programmes of Cross Age Tutoring and of Working with Others, and enabling the students to explore further the range and diversity of occupations involving close contact with people, as well as to develop some of the personal skills that are required in specific occupations. The course is basically one of research by students into one or more self-selected problem areas. At the time of our study, the following were some of the topics being studied by students, mostly alone but sometimes in pairs:

Why do young people take to drugs?

Why do children start smoking?

Children in institutions.

The criteria used for matching children with adopting parents.

The problems of adopting parents.

Pre-school facilities in a particular suburban area.

The relations between children and police in a particular suburb.

Violence in families.

The reaction of ordinary people to contacts with the disabled.

The problems of a mother with a child with cerebral palsy.

A study of books which primary children are encouraged to read for evidence of racism and sexism.

The schooling and social needs of the young deaf.

Does the St. John's Ambulance meet the needs of the community in the First Aid field?

The integration of disabled children into a normal school.

What happens to mentally disabled people left alone? How acceptable are descriptive assessments to employers of year 12 school leavers.

Opponents of an educational programme which includes this type of individually initiated social research by 16- and 17-year olds are arguing that these students should be studying a traditional syllabus, prescribed by experts and competitively examined, because soon these young adults will have to face the REAL world. The staff of Ferntree Gully High School would answer that the drug takers, the orphanages, the children in trouble with the police, the physically and mentally handicapped ARE the real world.

In the real world, many of the old jobs are disappearing. Many of the new ones are only vaguely delineated as yet, but it is clear that most will be in the area of the helping professions. Perhaps these students of Ferntree Gully High School are finding out what these new jobs are likely to be; they are certainly discovering whether or not they are attracted towards a career of helping fellow human beings.

Conclusion: Some Assessments

1. Cross Age Tutoring Report (Year 10). Aims and Content.

Throughout this term students have spent two

periods in practical experience, tutoring within a school or kindergarten. Students were assessed on punctuality, attendance, lesson preparation, and involvement with the students and supervising teacher within their visiting schools. Students had to write a weekly record of their experiences in the form of a diary. Also each student researched a project in the field of education as part of the term's work.

2. Student Self-Assessment (Mary)

"I thoroughly enjoyed C.A.T. (Cross Age Tutoring) this term. It was always challenging and very rewarding. I attended every session at Upwey primary school and every session at school. I think I kept a very detailed diary and I also prepared heaps of sheets for the kids, which they enjoyed very much. During the term we were supposed to do a project on something to do with C.A.T. but due to disagreement by the teacher about the topic I chose, this could not be fulfilled. It was a very satisfying term for me and I hope this subject is offered next year in year 11."

3. Teacher Assessment

"'Disagreement with teacher'? I feel obliged to say that in this area, Mary, your ability to negotiate seriously let you down. Losing your temper, in my opinion, is no way to discuss work.

On the whole, Mary's participation in C.A.T. has been total. She has kept her diary up to date and used the preparation time at school to the best advantage. The lack of a project is a disappointment to me, but it does not detract from the fact that she worked hard to be a dedicated and reliable tutor.

She has received an excellent report from her host teacher and my own observations support the views expressed therein. My only comment to Mary is that all parts of a subject must be attended to and completed; her excuse is a bit lame."

4. Working With Others Report (Year 10)

Aims/Content

- to develop an understanding and knowledge of people who have special and different needs;
- · to develop an ability to cope in an unfamiliar environment;

Method

 to develop a relationship with a person or a group of people living, working or playing in a centre dealing specifically with people having common special needs;

- regularly attending a specific centre and participating in activities there;
- · participating in classroom activities related to this undertaking back at school.

5. Student Self-Assessment (Jane)

"During the term I started attending at 'Irabena', a place for autistic children, I found it very hard to cope with the children, and after attending there for about five weeks, I decided I could not take it any more; they just upset me. I then went to a 'creche' in Bayswater with Alison Smith. Alison was good there, and I really liked it too. I think it was because the kids didn't have anything wrong with them. I know that's byest but I think it's true. The creche made me feel welcome; it was really good there. I attended all classes and kept a diary, pretty well detailed. I have really enjoyed this term."

Teacher Assessment

"Jane has worked with enthusiasm and considerable effectiveness throughout the term. She was placed at the Irabena centre for autistic children, but because of an unavoidable delay in taking up this placement, she devoted her energies to initiating and subsequently planning our very successful Community Subjects evening. In particular she was involved in drafting and sending invitations to over 100 students, parents and members of our local community. Jane displayed responsibility, energy, an ability to organise herself and to work closely with our staff members, and the ability to establish a goal and work towards achieving it.

At Irabena, Jane approached her tasks as positively as possible but found herself overly sensitive to the methods used by the Centre, even though another student fitted in well. Fortunately, Jane could articulate quite clearly the problem she was experiencing and subseuently negotiated to place herself at the Bayswater Crèche, where she was more comfortable and able to function more effectively. She established excellent relationships with the children and the staff. Jane was fully aware that the very unfamiliar and quite different environment of a centre for disabled people was more than she was ready for, but she handled the problem in a very intelligent and mature manner."

Irene Pittard and Arthur Sandell are both members of WEF (Australia), and have contributed to the activities of its Victoria Section. Arthur Sandell is currently serving as Secretary of the Victoria Section.

50 Years Ago: From The Outlook Tower

The new education sets out to educate for life, and since an essential element of the "good life" is good human relationships, and the pattern of our human relationships is traced in childhood, it is obvious that the relationships between teachers and children are of vital importance. The home is the child's first school, but the child's first adventure in the outside world is when he steps from the home circle into the bigger world of school. His first teacher may help or hinder the process of adjustment to others. Even in the case of the child who comes to school maladjusted the teacher can do much in helping him to straighten things out.

Any adult in looking back to his schooldays will remember how one teacher illuminated a subject for him most, and how under one teacher he wanted to "behave" and under another to "misbehave". There have always been teachers with the gift of handling children and helping the best in them to grow, but today it is being increasingly recognized that there is a science of understanding human nature and that the acquirement of its technique is the most important part in teacher training. Even in the realm of instruction the teacher-child relationship will often determine the ease or difficulty with which the child learns a certain subject. Many a child's inaptitude for a subject can be traced to what he felt about the teacher of that subject when he first began to learn it.

In modern education there is a change of emphasis in regard to teacher-child relationships. It is no longer the behaviour of the child with the teacher which is paramount, but the behaviour of the teacher with the child. A teacher who has to use punishment and fear as disciplinary measures or to attain good work stands condemned as a failure just as much as does an employer who cannot get the best out of his employees.

Beatrice Ensor in The New Era, Vol. 17, 1936.

Beatrice Ensor was Founding Editor of *The New Era* and the initiator of the New Education Fellowship, which became WEF.

Excellence in Community Life in "The Green Village":

Hakfar Hayarok School, Israel

Nahum Shuki

Introduction

Hakfar Hayarok is an agricultural boarding school situated 15 kilometres from Tel Aviv.

The school is run as a youth village where the role of the adults is to counsel, supervise and educate. The community consists of a self-supporting farm within which is the school with its formal teaching programme. Students, aged 14–18, are drawn from all over the country including the Arab sector.

Source of happiness and vigour

We live in an age of technology in which personal achievement is highly rated. Young people often feel frustrated because of their inability to express their individuality in this competitive society. We accept students who are searching for personal independence and self-expression in a free and self-maintaining community. Our youth village is based on real cooperation between students and adults, with self-management on the part of the former. This is mainly achieved by emphasizing the current needs and aspirations of youth in the community.

Our students have the opportunity of working in fields and orchards, with agricultural machinery and farm animals, and in landscape gardening. They are also involved in the work of the dining hall and kitchen, the laundry and general school maintenance. Here the students can express themselves without adult interference. They produce a weekly bulletin called "Today and Tomorrow". The editorial board is elected by secret ballot, and they apply their own censorship.

Students elect a works-committee which is responsible for timetabling the work of 400 young people in the village. The students themselves are responsible for the running of the 600 acre farm which includes growing bananas, oranges, and vegetables; fodder production and rearing cows, chickens and bees. The feeling that "They trust us" and "They rely on us" is the response of the students who come to us seeking self-fulfilment in our school. I am convinced that this is the source of much of the satisfaction, happiness and vigour characteristic of our community.

Self-confidence and morale

One of the problems of educators who are used to giving of themselves is the difficulty of accepting opposition from the young. If this problem can be successfully dealt with, education for democracy is achieved. Our young people, who quite naturally do not take everything for granted, are critical, and prepared for confrontations. The community in Hakfar Hayarok recognizes this phenomenon and is aware of its importance. The fact that our students can come to their own decisions, which may well be proved valid by the adults at a later date, gives them the self-confidence that they so often lack, coming as they so frequently do from authoritarian homes. This situation also encourages the general morale of the adults, because they realize that real responsibility has been given to the students, and that this is an important stage in the development of their personalities and their integration into adult society.

Naturally achievements have not always kept up with the objectives we set before us. This is due sometimes to the fact that staff is not always recruited on the basis of their ability to interact with young people, but rather according to their academic qualifications. However, students soon come to terms with this fact and it does not detract from their feeling of belonging to a community which believes in cooperation and self-management.

Perspective on life and the ethos developed

Graduates of the village (and I am one of them) realize the advantages gained from the interesting self-fulfilling life in a community such as the "Kfar". When our students leave school they are aware of having developed qualities of self-confidence, responsibility and reliability. From countless numbers of interviews with individuals and with graduates at class reunions, we find them emphasizing again and again how much they appreciate the educational principles of the school in which adults are a minority.

The educational philosophy which states that youth is only inferior to adults in matters of age and practical experience, but not in its ability to make moral judgments, has proved time and again to be correct.

Contribution of the arts and sciences

The arts in the form of drawing and painting, ceramics, graphics and enamel work, and photography are all available as extra-curricular activities. Musical education is developed through the school choir to which students, teachers, youth leaders and workers in the village, with their families, may belong. The choir is the mainstay of school ceremonies. There are also folk-dancing courses. Student shows are performed to the whole school once a fortnight on the Sabbath Eve. Costumes and sets as well as the show itself are prepared by the students and their youth leaders.

As regards the sciences, most are part of the school curriculum. There are well-equipped labs for biology, chemistry and physics. Students are also involved in the breeding of animals and the production of fodder for use in other schools where nature study or biology are taught. The village is a national centre for the production and distribution of these materials. There is a minizoo at the school looked after by the students. This contains snakes and other reptiles, peacocks and various fowl. In addition the school has a project on environment education particularly popular with nature-lovers.

There is no doubt that the arts and sciences contribute to the development of each student. They enable each individual to express himself in his own way; they meet the needs of the individual living in a youth collective. For instance, looking after animals often relieves the tensions so frequently found among teenagers in a closed institution.

How involvement is achieved

"Tradition" is a concept rooted in Judaism which is implemented in the daily life of the school. The work ethos is an essential part of the educational system of the village. The students know this and are encouraged to relate to it positively. The students elect a Farm Committee responsible for the work timetable. They also have to make sure that students turn up for the jobs allotted them. From the outset, students have created and developed this work ethos and morale in the Village. It is they who established work norms and behaviour, including penalties for those who fail to support the system and their friends, by not participating fully. A typical punishment decided on by students obliges a "shirker" to take his meals alone at a separate table in the dining-hall. On the table covered with a white cloth is a note to the effect that the student has not fully taken his share of the work. This form of ostracism is so effective that few students fail to do the work expected of them.

A positive element rooted in Jewish tradition is the

Sabbath Eve which reflects the human and national precept: "Six days shall work be done, but on the seventh there shall be to you an holy day, a Sabbath of rest to the Lord". There is a special significance in the Sabbath Eve for an agricultural youth village. A festive meal is served on white table cloths, candles are lit and the ceremony includes the reading of Grace and prayers. The students all wear white shirts and the boys cover their heads. The ceremony is followed by an artistic programme prepared by the students. The Sabbath Eve has been marked in the village since its inception thirty-five years ago.

Another source of student involvement is the way Jewish holidays are observed in the village, each holiday with its typical ceremonies. These traditions are an integral part of school life and are interpreted by the students as experiences which help to create the ethos of the village community.

Links between the school, parents and wider community

Although our school is not a regional school, but draws its students from all over the country, we do manage to maintain close links with our students' parents. These contacts are mainly developed through parent-teacher meetings, parent-youth leader meetings, and through discussions with parents, arranged by the school psychologist, the social worker and the school management. These meetings take place several times a year. Parents are also invited to celebrate religious festivals at the Village, especially those with traditional ceremonies such as Passover and the Feast of Weeks; both are agricultural holidays. (Because the farm has to be maintained at all times, students take turns in staying at school during normal school holidays. Thus there are always some students in residence in the village.)

The school has contacts with agricultural settlements and kibbutzim, where many of our graduates make their homes after they leave us. Some of these settlements have actually been founded by graduates of the school, fulfilling the aims set out in the educational credo of the Village, that is continuing to live in an agricultural framework as adults.

The school also maintains relationships with the Arab sector in Israel. We have Israeli Arab students at the school who study and work together with their Jewish classmates. We organize visits to Arab villages throughout Israel.

In the summer months of July and August the school organizes camps for children who come to take advantage of the swimming pool, basket ball court and football fields. Students of the school are encouraged to make

contact with the children, and some of the students act as camp counsellors.

International understanding is very seriously encouraged at the Village through two main projects. (1) The American Project through which we receive some 50 American students who come to live, study and work with us for a year. This project has been running successfully for the last two years. (2) The German Exchange Project which has been in existence now for six years. German students and their teachers come to us for a couple of weeks, usually in the summer, followed by a return visit of our students and their teachers to Germany.

We believe that these varied activities help to integrate our school into the outside world and contribute to the enrichment of both our Village and the wider community.

Conclusion

The Green Village, I believe, has had considerable success in educating young people in the spirit of a democratic, socialistic working society. The fact that many of our graduates continue this way of life in adulthood, while others come back to the Village to work in the different branches (myself being one of them), is an indication of the validity and success of our educational credo.

Our graduates as well as their parents keep in touch with us. They recommend our school to others and send us innumerable letters expressing their gratitude and appreciation for the exceptional educational and moral experience of the four years at our Village.

The following few lines from a father whose son has not yet completed his studies is illustrative of the general feeling.

"I'd like to express my deep appreciation and gratitude for having given our son such a developed sense of responsibility, such a positive attitude to work, as well as a growing understanding of the meaning of the concept 'give and take' in life."

Research Resumé

- 1. The results of a survey of student opinion carried out among 56 students of the eleventh grade during the summer term of 1986 showed that 73% of that grade felt that boarding school had helped them a great deal to become independent, while only two students felt that they had had very little help.
- 2. 71% of those questioned in the survey believed that students should be given jobs of responsibility on the farm and the same number felt that the work rota should be organized by their own seniors. They also

- claimed that there was no need to hire additional labour, showing that most students feel they can handle the management of the farm.
- 3. Regarding students' attitude to democracy in the community, the survey showed that 70% of the 11th grade were very much in favour of choosing friends according to their ability and not their origin. 63% believed that boarding school had helped them considerably to solve their social and personal problems, while 61% claimed that every student has the right to be elected to public office. 59% felt strongly that they had been taught at school to choose the right person for the right job.
- 4. Over 50% of the students surveyed believed that studies combined with work in the laboratory had helped them very much and nearly 50% felt similarly about the environment and nature or archaeological tours. Adding those who felt some help had been given, the average for these three questions was about 75%. 86% of the students gave credit to the teachers' personal attitude, half of these stating that this was very important.
- 5. The student survey did not show that the school had caused much change in attitudes towards other ethnic groups, but 70% were equally divided between those strongly in favour of sharing a room with a student of a different ethnic group and those somewhat in favour.

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Nahum Shuki is a graduate of Hakfar Hayarok School. This article has been translated from the Hebrew by Tammy Maor, English teacher and drama director of the school. It was commissioned and edited by Esther Lucas, lecturer in the School of Education, Tel Aviv University and a long serving member of WEF.

Manual Work in the Bilthoven Children's Community, Holland

Kees Boeke

Abstract

The author, a pioneer in Dutch education, discusses the importance of relating craft work to reality and describes the way in which his pupils have helped to build up the community at Bilthoven.

Introduction

Hand-work fills a different place in the life of our children's community from that which it does in most schools. Usually it is meant to give opportunities to the children to express themselves and to create, because this is considered necessary for their development. I should be the last to minimize the importance of this. As a result, however, of the way in which our work has sprung up and grown, we have up till now, I am sorry to say, not been able to give an at all adequate place to this aspect of manual work. For we were obliged by sheer necessity to devote so much energy and time to the directly necessary hand-work that we have had, until now, to postpone the creation of beautiful objects to a later date, when our immediate wants will have been supplied.

In a way I am indeed sorry for this, but in a way I am not, for it tends to keep us at least to some extent in touch with the simple realities of life.

Supplying the Community's Needs

In comparison with other schools in Holland manual work fills rather a big place in the life of our community. Not only does each child spend more time on it than do the children in the ordinary institutions, but in our systematic classification of school subjects five divisions are devoted to it.

From the time, a few years ago, when our work started in a most primitive way, until to-day when more than a hundred boys and girls of all ages are happily at work, we have always been obliged to manage as best we could with the very limited means at our disposal. We had nothing at all in the beginning and it was only after some time that we got a few tools and that we collected packing cases, in order to use the wood, and old cardboard boxes to make the cardboard objects we needed. We actually organized a collection among the inhabitants of Bilthoven, about the time of spring cleaning (which, as you may guess, is a very important time in our tidy

country!) and got quite a considerable amount of material and a number of objects of various kinds which we could use. Very soon the children began to undertake the responsibility of keeping the building clean and to make pieces of furniture and didactic material we needed.

Learning from Experience

When after more than three years of experimental work a special building was given to us, we were able to arrange things more in the way we liked, and when last year a hall with a platform was added to the building, we made adequate arrangements for manual work by devoting the hall, the room under the stage and another room to the various kinds of hand-work. It is only now and then that concerts and other performances are held in the hall, so that most of the time all the rooms mentioned can be used freely for carpentry, painting, bookbinding and other cardboard work, clay modelling and so on.

I think I may differ somewhat from some of my colleagues in regard to the importance of a very exact finish of the objects made by the children. In Holland it is customary to demand from them a very precise way of working. This can be got of course when a group of children works under the constant supervision of a teacher. With us however the children very often have to help themselves as best they can, as they work largely individually so that a teacher is not always present. This means that often the work is not as well finished as we would like, but I think there is also an advantage in this, provided the child does his very best to make what he is producing as well as he can. I believe that in this way the children find out by experience the need for greater exactitude. Personally I love to see the sometimes very primitive products of the children's work. I prefer them to the perfect and uniform objects sometimes seen, which somehow bear the stamp of the high marks the children have received for them!

I remember how one of our rather rough boys, years ago, one day came to "the workshop" with the rusty blade of a spade. He had found it in the wood, and came to me with the usual question, "Kees, can you make use of this?" "Yes, rather; of course I can", I answered. So Jan worked at the old piece of iron with sandpaper, made a

wooden handle for it, painted it red (!) and offered it to the workshop. We used it for years afterwards. Once one of the girls proudly produced a shirt as a birthday present for me, but I wish you could have seen it! I have called it a shirt, for it was intended to be one, but I am sure that in no sewing lesson would it have fetched even the lowest marks. But it was so lovingly done. And, strange to say, this same girl, who was notoriously untidy and inaccurate in her work, has since got her two state diplomas for manual work (wood, cardboard and clay) and needlework and now works extremely handily and well. I like to see a child, with his head a little on one side, admiring his own production, caressing it as it were with his eyes. I am sure it helps to give the joy of work, more than when under the disciplinary charge of an adult a perfect article has been produced.

As the Children's Workshop Community has no grants or endowments we have had to do all kinds of work ourselves. The children have made 30 small cupboards for the children's books and other belongings, several large wall cupboards, 50 chairs, dozens of tables, numberless smaller pieces of furniture and sundry other articles we needed. They also did bigger work: they cut down a large number of trees, made a high fence round our grounds at the back of the building, where we can have our gymnastics, our shower baths, open-air meals and so on. They built a large bicycle shed with the necessary racks (a very important thing in Holland); they also did odd work in concrete and in asphalt, when we wanted a pavement by the entrance and a pond in front of the building. The girls sewed the curtains we needed and did other useful needlework, while they also shared in and enjoyed the work I enumerated before.

Making Our Own Apparatus

Beside all this carpentry, painting and other manual work which more and more supplies the children's community with all the objects we need to carry on our work, the children also do all the cleaning of the building. They look after the central heating, and what is specially important, they also make a large number of small objects which help other children in their ordinary school work. Thus for instance they will help to make simple instruments for experiments in physics and all kinds of didactic apparatus which will help other children to correct their own work or hear their own lessons. Thus their manual work is nearly always work for the community. Very strangely this is the case with another kind of manual work I have not yet mentioned: we have a large nursery garden with an area of some four acres. Here each child goes to work for two hours a week to help to grow the vegetables, the potatoes and the fruit

which very substantially help to keep the work in existence. The teachers, most of whom give their services quite freely and only some of whom receive any remuneration, are helped in this way to give their help to the children. Again the hostel, where some twenty children live, benefits by all the children's work.

It will be clear that with us the manual work is a very potent factor in creating that community spirit which is so essential to the development of the individual, and also that our children learn to put their hands to all kinds of jobs, a fact that is sure to be of great value to them in later life.

A Self-Supporting International Community?

Finally I want to add a few lines on the way in which we hope to extend our work: we are hoping that it will prove possible to make it international. We wish to let it develop, not into one large institution, but rather into a series of small units of at most 50 children each. For as the children manage the whole of the community life themselves, it would be too difficult for them if the groups were more numerous. At present we have children from all social circles and of parents of the most varied political and religious beliefs. But they are all Dutch, and as we aim not only at the formation of individuals but also at tackling the more general human problem, we feel that it is not enough when we demonstrate (as we are doing) how it is possible for a group of some 100 children to live and work together happily without fear of punishments and the hope of rewards without compulsion and yet in good order. We feel that it should also be demonstrated to the world, that groups of children of different nationalities can themselves manage a community in this way. If and when we have a British house, a French, a German and a Scandinavian one added to our present nucleus at Bilthoven, it is our hope that manual work will more than ever have a central place in the life of the community. I am hoping that each unit will then specialize in one particular form of manual work: one in woodwork, another in bookbinding, or printing, or the baking of bread, or laundry work. With some simple machinery the different groups will then be able to do a very considerable amount of work, and will indeed help to make the community as a whole self-supporting.

Kees Boeke was a pioneer of WEF in Holland. WEF (Holland) recently celebrated the 50th anniversary of his founding the Dutch section.

This article first appeared in *The New Era* Vol. 17 1936.

Social Quality in British Schools:

The Inspectors' Contribution

James Hemming

Introduction

Thirty years ago in England the educational role of the school as a community was little appreciated in the public sector. When inspections were carried out, subject teaching and attainment, and the level of basic skills, were what the visiting team mainly had their eyes on. Social factors were almost completely ignored. That has now changed. An assessment of the school's social quality now appears in most reports, and many include references to the school's awareness of its responsibility for social and personal education.

Some examples

Here are a few examples of comments by Her Majesty's Inspectors in Britain:

1. Report on an Oxford Primary School under the crosshead "The School as a Community":

The children are friendly and show a high level of good-will as they move about the school. There is good organization and control in classes and pupils cooperate well with each other. The youngest children are encouraged to be helpful, fair and responsible in their dealings with each other. As the children develop in maturity they are helped to become sensitive to the needs of others and to exhibit kindness and civility . . .

The school has numerous contacts with the wider community which include dancing and acting for different local organizations. Regular visits enhance appreciation, knowledge and experience of the locality. Various religious leaders and other members of the community, such as the local policeman, are often invited to talk to the children. The pupils are encouraged to support those who are less fortunate than themselves and contribute to local and national charities.

Links established with the neighbourhood nursery school have helped to create well planned admission procedures. Liaison with the local secondary school is also good. In addition to pastoral links joint curricular discussions are arranged and staff visit each other's schools to observe work in progress.

Parents are welcomed into the school and the variety of help they offer is valued by teachers. The extra involvement with classroom assistance, computer work, cookery and swimming supervision is of benefit to the children.

2. Report on a Junior School in Essex under the crosshead "The School as a Community":

Throughout the inspection there was evidence of good relationships between children and staff. The children's behaviour was good and they showed sensible attitudes towards each other and to their work.

Morning assemblies play an important part in the establishment and maintenance of the good atmosphere within the school ...

Children are given good opportunities to undertake responsibility for some aspects of the day-to-day running of the school. They do this willingly and with evident benefit both to the school and to themselves. A school council comprising representatives from each class meets periodically and has made a number of valuable suggestions about the running of the school.

The school has been very successful in establishing good home/school links. Parents not only organize and support fund raising events, but also involve themselves in a number of curricular activities such as reading, swimming, preparing materials and accompanying groups on educational visits.

All of the children make educational visits to places connected with their work each year. One of the upper classes had recently visited a dairy and a farm and one of the first year classes had visited a school in one of the London boroughs. The work deriving from this was very valuable and included a range of good written work and some interesting mathematics.

3. Report on a secondary school in the north of England under the crosshead "The Quality of the School Community":

There is a great deal of concern for each pupil as an individual and for his, or her, personal and social development. Much time and effort is expended on pastoral care and the school's philosophy is based on it . . .

Activity groups, an interesting and unusual intitiative designed to enable pupils from all five years to work together on various projects, take place in the last period on Mondays and provide useful contacts between teachers and pupils and between pupils in years 1–5...

Two good assemblies were attended. They were well-planned, involved both pupils and staff, and linked the academic and pastoral aspects of school life; one had a multi-cultural bias.

The pastoral element of the curriculum, through personal relationships, life studies and community studies is a strength of the school. It is soundly based on the recognition that one of the most important outcomes of education is the sort of person that a pupil becomes and the quality of his, or her, relationships with other people. The courses are built on sound aims and objectives and are comprehensive in coverage.

4. A statement by H. M. Inspectorate themselves under the crosshead "Qualities of Good Teachers":

It should be expected of teachers that they are of such a personality and character that they are able to command the respect of their pupils, not only by their knowledge of what they teach, and their ability to make it interesting, but by the respect which they show to their pupils, their genuine interest and curiosity about what pupils say and think and the quality of their professional concern for individuals. It is only where this two-way passage of liking and respect between good

teachers and pupils exists, that the educational development of pupils can genuinely flourish. (From *Education Observed 3: Good Teachers*, published by the Department of Education and Science.)

Conclusion

It is clear that the inspectorate in U.K., as elsewhere, is now adding its weight to the growing emphasis on the importance of assuring that schools everywhere shall be communities of high quality in which all participants are encouraged to be actively and responsibly engaged. Once again, this gives an interesting echo to the discoveries being made by industry about the relationship between individual effectiveness and fulfilment and the quality of social values surrounding the individual. This also, as we saw in an introductory article to this issue, is in close accord with the concerns of the Bombay Conference of WEF.

NOTE: The excerpts from Inspectors' Reports given above are Crown Copyright and should not be quoted without reference to their source which *New Era* gratefully acknowledges.

James Hemming, WEF Honorary Adviser, herewith concludes the series of articles on Quality in School Communities which formed the basis of a project he initiated on behalf of WEF International.



Bombay Conference 1987

Left to Right

Dr. Rex Andrews, Mr K. Joshi, Dr. James Hemming, Dr. Lydia Fernandes with (front and right) members of the Lakhani family.

Round the World: WEF Section News

Michael Wright

WEF INTERNATIONAL

The WEF General Assembly met at the Bombay Conference on 1st January 1987 with WEF President Dr. Madhuri Shah in the chair. The assembly approved the membership of the Executive Board and Guiding Committee, the accounts of *New Era* and WEF for 1985, and future policies for *New Era in Education* as outlined by the Editor in consultation with the associate editors present and the Guiding Committee. Proposals for a new statement of aims for the Fellowship, as outlined by Dr. James Hemming, were also approved.

The International Guiding Committee, meeting in London on 20th February 1987, approved the 1986 accounts for the Fellowship and *New Era*. The Guiding Committee also discussed plans for the *New Era* put forward by the Editorial Board, and approved a proposal by Chairman Norman Graves that he examine the WEF Constitution with a view to updating and clarifying certain sections of it. The Committee meets again on 8th May to welcome Dr. Ruth Rogers, 1988 WEF Conference Convenor, who will give an update on conference preparations.

AUSTRALIA

Preparations for the 1988 WEF International Conference in Adelaide are now well advanced, as an attractive Conference brochure, distributed at the Bombay Conference and to Section Secretaries, makes clear. Papers for presentation at the conference on the theme **Educating for a Caring Community** are requested by the Conference Secretary, Mrs Wendy Ashenden, P.O. Box 181, Plympton, S.A. 5038, by 1st January 1988.

INDIA

The Indian Section is to be congratulated on hosting a most successful Conference in Bombay, where it was strengthened by the addition of new members attracted to the Conference from all over India. A conference report is now in preparation.

JAPAN

Prof. Katayama, Editor of *New World in Education*, the Japanese section's journal, replaces Prof. Sumeragi on the WEF Executive Board. Prof. Iwata reports a decline in membership over the past ten years — a problem

faced by many sections — which was attributed to the changing nature of society in Japan. Interest was expressed by the Japanese delegation to the Bombay Conference in the theme **Global Thinking**, **Local Action**, which has accordingly been proposed as the theme of the first issue in 1988 of *New Era in Education*.

UNESCO

The General Assembly of WEF reaffirmed the need to continue WEF's long association with UNESCO as an affiliated NGO. In that capacity it has participated recently in a survey carried out by UNESCO on the views of its NGO's on issues of importance.

UNITED STATES

Dr. Frank Stone has retired after six years as President of WEF (USA). In his retiring address he recalled with pleasure the activities of the US Section during his presidency, notably those involving cross-cultural communication and children's art, and made a plea for college scholarships for third world students to be established by WEF. The New York Chapter held a Symposium on the arts and communication at the Scuola d'Italia, New York City, in April 1986, and is cooperating Sponsor of a symposium on Children with Learning Problems on 21st March 1987 in New York. The Connecticut Chapter held a lively international holiday festival in Hartford in December 1986, and has planned international cultural evenings for members in January, February and April 1987. Prof. Gertrude Langsam, an eminent and active member of WEF (USA), was recently honoured by Adelphi University, Long Island, for her work in education: she received its Academy of Distinction Award.

The Executive Committee of WEF (USA) has nominated Dr Carol Lippia-Tenney to succeed Dr. Frank Stone as President, and Dr. Mildred Haipt as Vice President. Prof. Lippia-Tenney has worked as an educator at Central Connecticut State University for the past twenty-two years and is actively interested in international education. Dr. Haipt teaches at the college of New Rochelle, New York, and is co-author of **Thinking with the Whole Brain**. Cynthia Shahen and Geoffrey Plank take over as Secretary and Treasurer respectively.

MARCH 1987

Reviews

Out In The Open by John Blanchard, Cambridge, Cambridge University Press, 1986, 194pp.

The long running teachers' pay dispute has led to thousands of words being spoken and written about educational standards in English schools. Those pessimists, who hark back to some mythical golden age of high standards, are inclined to attribute the nation's decline to the permissive, climate of the "swinging sixties". Certainly the sixties ushered in a revolution in the teaching of English. It was then that a great many English teachers set their faces resolutely against arid grammar lessons and formal spelling and handwriting lessons. If the pessimists are to be believed, hardly any modern school leaver can write legibly or grammatically. We keep hearing about appallingly illiterate job application letters. It would seem that whatever else a child may or not learn in school, he should certainly learn how to write a letter to a prospective employer.

It is true that in the sixties and seventies, many English teachers felt that it was their job to help pupils "find" themselves through creative expression. The accent was on individuality, on self-expression, on child centredness. The movement away from authoritarianism in all its forms coupled with a tendency to blur the distinction in meaning between being authoritative and authoritarian meant that many English departments were characterised by the absence of rigour in the planning and organisation of teaching strategy. There was an absence of coherent theory, but there was a superabundance of self-conscious commitment and good will.

John Blanchard's book Out in the Open is very much in tune with the radical new spirit that pervades English departments in the eighties. Commitment and goodwill are still there but there is also a sound exposition of hard-nosed theory about the teaching and learning of language. Gone is the dewy eyed and sentimental approach to English teaching which led many English teachers to throw the baby out with the bath water. Today most English teachers recognize that writing is a craft that has to be taught: the pupil does not pick it up in some mystical way. Many English teachers in comprehensive schools draw the line at formal spelling and grammar lessons, recognizing these as unproductive, but they are prepared to inculcate in their pupils the value of tidy and attractive presentation. The pupil now experiences the various stages that a professional writer goes through, from the gestation of an idea to the publication of a finished work. Redrafting is encouraged as is proofreading. The sense of writing for an audience

is encouraged. Self expression is nurtured through learning logs and reading journals.

Blanchard's book is all about the best in current thinking about the theory and practice of English teaching. As he himself admits in the final paragraph of his introduction, "the book's scope is extensive, its focus intensive and the reader is unlikely to read it from beginning to end at one sitting." Although tediously long in parts, the book is a necessary and valuable addition to English departments both in schools and in colleges and faculties of Education, containing as it does a lucid discussion of the theory of language development, based on the works of distinguished scholars as well as sound practical advice as to the content of lessons and teaching strategies. The last chapter concentrates on what is very much an "in" subject, pupil assessment through a process of negotiation between teacher and pupil. Finally, there are three useful appendices.

Chapter 3 is the most useful to practising teachers for it contains a clearly thought out developmental English syllabus for years 1 to 5, based on the identification of preoccupations and activities with certain stages of growth in young people. Blanchard seems to have thought of everything an English teacher needs to know. The book is obviously a product of years of teaching experience in his Cambridgeshire school. This chapter is a minutely detailed statement of concepts, skills, qualities, activities and references for each suggested item on the syllabus. Those critics who hanker after the teacher-centred, comprehension, grammar and set book oriented English teaching would bestaggered by the revelation of the richness and variety in the scope of a modern English syllabus advocated by Blanchard. No vague muddle here; instead, plenty of coherent thought and intellectual rigour. The aims and objectives of the new G.C.S.E. English examinations are utterly at one with those formulated by Blanchard. The teacher facilitates learning through the structured experiences he sets up, and the pupil learns through discovery, active personal involvement, practical experience, through talk and listening, through group work, consultation, drafting and redrafting. For the teacher, theory and practice are always linked.

This is a valuable reference book and should do much to dispel the popular notion that English teaching, and by association, English education, is in a parlous state.

MALATHY SITARAM

Malathy Sitaram teaches at Wootton Bassett Comprehensive School, Wilts. UK.

The Practice of Teaching, by P. W. Jackson. New York: Teachers College Press. 1986.

The last chapter of this book is entitled: The Mimetic and the Transformative: Alternative Outlooks on Teaching.

The *Mimetic* tradition is concerned with conveying *knowledge which can be identified in advance.* Jackson prefers the word *Mimetic* to *epistemic* because, he says, it is the *method* which lies at the heart of the tradition. The process to be adopted consists of: Test (to assess current knowledge), Present Information, Evaluate, Reward (or Remediate), Advance.

The aims of *Transformative* education are quite different: they are to *transform* the student's competence, moral character or personality. Jackson cites the work of Kuehnle—but might equally well have cited the work of Flanagan—to show that most adults can recall such transformational experiences, that these experiences have been of great importance to them, but that they are rare.

He then sets about identifying the teacher behaviours which facilitate such transformations. These are: Personal Modelling, "soft" suasion (by which he means the teacher *leading* the student to have transformative experiences, *and the use of narrative*.

In our own work, *Opening the Primary Classroom*, we spell out the "soft" suasion components of the process in more detail, but we entirely fail to note the significance of storytelling — present though it was. Jackson underlines it by citing the examples of Socrates and Christ.

Jackson observes that "Teaching... seems to be moving in the direction of becoming increasingly mimetic... I suspect that the drift in this direction has been going on for generations, if not centuries". He explains this with reference to the emergence of a scientific/technological world view. I have witnessed the shift from an emphasis on transformative to mimetic far too often to believe this. In survey after survey teachers, pupils, parents, and employers say that the transformative goals of education are among the most important. Furthermore, not only has virtually every government report since 1944 given pride of place to them, they figure among the main official Aims of YTS and TVEI. Yet they are neglected in practice. Jackson has provided part of the explanation for this shift by noting that there have been few attempts to specify how these goals are to be achieved. But he has failed to draw a crucial lesson from his own contrast between the mimetic and transformative traditions. In discussing the former he notes an evaluation phase. He makes no mention of such a phase in the transformative process. How, then, are such teachers to find out whether they are reaching their

goals and take remedial action if necessary? If progress toward these goals is not evaluated, how are those teachers who succeed in fostering these qualities highly prized though they are in society — to be rewarded? How, indeed, are students who develop such qualities to be rewarded? In this context it is perhaps pertinent to note that, despite the emphasis placed on the importance of such goals in the Aims of TVEI, evaluation of progress toward them is not among the objectives of the TVEI National evaluations. The fundamental question we are left with would then appear to be: "Why have those teachers and employers who emphasise such goals not called for the research required to find ways of assessing progress toward them?" But the answer to that question is that they have done just that — see Part I of Broadfoot and Dockrell's Pupils in Profile. the problem is that, so far, researchers have not been able to deliver the goods. To tackle that problem we seem to need a new measurement paradigm which, as Jackson notes, is grounded in values.

JOHN RAVEN

John Raven is an educational researcher and author, based in Edinburgh.

Crisis in Muslim Education, by S. S. Hussain & S. A. Ashraf and

Aims and Objectives of Islamic Education, by S. N. Al-Attas

Islamic Education Series, (1979)

Hodder and Stoughton/King Abdulaziz University, Saudi Arabia, London, U.K.

Decolonization of the Muslim lands in Africa and Asia and the windfall oil wealth in the Arab Gulf region, especially in Saudi Arabia, the heartland of Islam, have both helped to accelerate the resurgence of Islam in the post War decades. More effort is being devoted now than ever before in modern times to the study of Islam, and a growing impulse is manifest among Muslims worldwide to come together and search the solutions to to issues concerning the Ummah in a more organised manner. Consequently, a network of international Islamic organisations such as the World Muslim League, the Organisation of Islamic Conferences, the Islamic Development Bank, the Islamic Science Foundation, the Islamic Educational, Scientific and Cultural Organisation, the Islamic Education Centre, the Islamic History and Arts Centre, the Islamic Media Organisation and others have come into existence as forums for Muslim deliberations. At the heart of these efforts lies the urge to re-establish Islamic identity and reformulate Islamic Thought amid contending ideologies and a fast-changing, technology-powered civilization. To give the process a fillip, the Kingdom of Saudi Arabia, in the 1970s sponsored three world level conferences; the 1975 Islamic Solidarity Conference on Technology, the 1976 World Conference on Islamic Economics and the 1977 First World Conference on Muslim Education. The first of these conferences was held in the modern capital of Riyadh and the latter two in the spiritual capital of Makkah (Mecca). Through these epochmaking meetings, a beginning was made to the articulation of Islamic approaches to modern economics, education and technology. The books under review constitute the first two of the Islamic Education Series that emerged out of the papers presented to this world Conference on Islamic education.

Together they highlight the crisis of dualism that developed as a result of the incongruent manner in which modern secular education was introduced in the Muslim world. It may be remembered that modern education at the time was conceived narrowly to train petty officials for white collar jobs. It did not profess to deepen cultural, religious or scientific understanding of the young Muslims. The traditional Islamic education, on the other hand, though backward in methods, pauperised and left to fend for itself, still kept providing Muslims with insights into their Islamic heritage. In the event, the two systems remained functioning parallel to and in competition with each other. It is now considered paramount that this harmful and superficial cleavage should be eliminated in favour of a more consistent system of education.

But the books go further. They challenge as misleading and anti-Islamic the increasing secularisation of education in the Muslim world largely as a result of indiscreet borrowings from alien systems. They call for a concerted effort — a jihad — on the part of Muslim intellectuals to reconstruct Islamic concepts and institutions that should serve future Muslim needs. This renaissance of Islamic education, they assert, will entail a restatement of the aims of Muslim education, critical assessment of all modern and traditional disciplines, and an islamised synthesis of them on the model of the one that the early Muslims had evolved in the ninth and tenth centuries when they approached the Greek, Roman, Indian, Chinese and Persian sciences. It will also entail the genesis of the new Islamic university and an Islamic philosophy of science. Work has already started on these lines in some Muslim quarters.

Outside the Muslim world, the books have, on the whole, been received with interest (Comparative Educa-

tion Review, Vol. 26 No. 2, 1982, David C. Kinsay), although doubts have also been expressed here and there (e.g. Compare, Vol. 14, No. 1, 1984, Paul Hirst) about the efficacy of the Islamization thesis. Secular, scientific knowledge, argue the critics, is "partial, relative, hypothetical and speculative. As such it is not much use in constructing or reinforcing ideology" (Hirst). But from the Islamic viewpoint, that is exactly why this partial, hypothetical knowledge must not assume the status of finality. Islam stands to question whether this hypothetical and limited view of knowledge, which is not entirely without ideological underpinnings, should be idolised as the exclusive vision of reality. Furthermore, it may be that the advocates of the Islamisation thesis do not hold a crystalball view as to the finished islamised product. But that hardly nullifies the validity of the thesis. For, in the continuing search for truth, it is the commitment and direction of the course that matter more than the sight of the destination.

G. N. SAQEB

G. N. Saqeb works in the Department of Comparative and International Education, University of London Institute of Education, U.K.

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WEF/Education Services Book Award Scheme - 1986

Three books were submitted for evaluation:

Playing and Exploring — Education through the Discovery of Order,

by R. A. Hodgkin.

1985 Methuen and Co. Ltd, London

Records of Achievement at 16,

by Tyrrell Burgess and Elizabeth Adams.

1985 NFER-Nelson, Windsor.

Harmony — Glimpses in the life of Madhuri R. Shah Interviewed by Suresh Dalal and Kallolini Hazarat. 1985 Allied Publishers Prt Ltd India.

Each of these three books is certainly concerned with the social purposes of education, and each approaches this theme from a different perspective. Robin Hodgkin draws upon a number of disciplines to develop a theoretical model of the competent learner with play as an important and necessary component in an individual's learning and creativity at all ages. He stresses the importance of learning by doing and the need for educational success rather than the failure which is so often part of our examination-orientated school system. He proposes a restructuring of the later stages of education with each individual expected at 13+ to earn at least some part of their livelihood echoing some of the ideas of the Education 2000 group. The author seemed to be more comfortable with conceptual analyses and existentialism than with neuropsychology and the pragmatics of change and this gives the book a somewhat inconsistent quality.

The book by Tyrrell Burgess and Elizabeth Adams takes a far narrower perspective and focuses upon a system for changing the current emphasis upon examinations to evaluating and validating wider outcomes of education. This handbook on Records of Achievement at 16 is concerned with the ways in which responsible and individualised learning can be increased and how all successful enterprises and other learning experiences may be recorded. Their conviction that individualised learning and conscientious recording are highly educative was derived in part from their work with the School for Independent Study at North East London Polytechnic, and the framework for validation and accreditation was derived from this source and applied to work in schools. The framework is in operation in a small number of schools on a trial basis. What seems to be likely to be a problem for this programme in action is the time required for satisfactory tutorial provision and

that greater guidance on the nature of the tutorials may be necessary. Although great claims are not made by the authors in relation to social purposes, there is sufficient evidence to suggest where such learning and the autonomy of the learner become the focus of educators, individual development and social cohesion are enhanced. This handbook could thus be seen as a means to a quiet revolution in education.

The third book, of interviews with Madhuri Shah, is skilfully drawn to reflect a life devoted to the social purposes of education. This extraordinary woman not only accepted the duties, roles and trappings of her privileged family position but "whilst others slept, through sheer hard work and self instruction she acquired the highest university qualifications, and today is a distinguished coeducational administrator, scholar teacher and researcher." This fascinating book relates Madhuri Shah's philosophy, her logic, concern for practicality, and how she obtained education and health programmes for vast numbers of pupils and new students. Her personal qualities single her out as creative, an innovative problem solver, quick and precise in decision-making, abhorring procrastination, indefatigable, but with joy and harmony, at peace with herself, and much admired by those who know her. In her view we should try to create a learning environment in which each individual flowers at his or her own pace and capability, thus individual excellence and enrichment of personality should be the objective of education, with discipline not regimentation, and freedom but not licence. In India access to education of this quality can have a profound social influence.

I have no doubt that the Education Services Award for 1986 should be made to Professor Suresh Dalal and Kallolini Hazarat for researching with Dr Madhuri Shah her unique contribution to life and education. Whilst it is important for us to have research showing which processes can increase appetite for learning or how this may affect personal development, determine leadership qualities and so on, the role of models of learning is often neglected. Occasionally there is a need for a book to be uplifting, to offer a share in the joy and success and accomplishments of another, and to encourage one to go and do likewise. This is such a book and such a person.

DIANE M. MONTGOMERY

Diane M. Montgomery is Chairperson of WEF (GB).



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For those living in Britain, you can receive the journal at a reduced rate if you combine it with membership of the WEF (Great Britain). To take advantage of the combined subscription, contact Klaus Neuberg, Treasurer, WEF (GB), 36 Lake View, Edgware, Middlesex, HA8 7RU.

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Editor: Dr Laurie Miller,

Department of Education, University of Queensland,

St Lucia, Queensland 4067.

German Federal Republic — Erziehungswissenschaft — Erziehungspraxis

(in German)

Editor: Prof. Dr Ernst Meyer,

Schlittweg 34, D-6905 Schriesheim.

Great Britain - WEF (GB) Newsletter

Editor: Hazel Cross,

North East London Polytechnic, Holbrook Road, London, E15 3EA.

Holland — **Vernieuwing** (in Dutch)

Editor: Jan ten Thije,

Postbus 3977, 1001 AT, Amsterdam

Japan — New World of Education (in Japanese)

Editor: Professor Seiichi Katayama,

332 Higashi-Ohizumi Machi,

Nerima-ku, Tokyo 177.

Sri Lanka — National Education Society of Sri Lanka

Editor: Dr (Mrs) Chandra Gunawardena, Faculty of Education, University of Colombo,

Colombo 3.

USA — US Section News

Editors: Dr Kuan Yu Chen and Dr Carol L. Tenney,

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RESOLVING THE CRISIS IN DUCATION

Journal of the World Education Fellowship

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Editorial

Resolving the Crisis in Education

A year ago we published an issue devoted to the theme of the crisis in education, focussing on the problems in British education. We now return to this theme with a more international perspective, and also with suggestions for resolving that crisis. That there is a crisis in British education has become almost a truism, with media attention mirroring the concern of parents, students, citizens and employers that the system is not delivering what it should. But similar anxieties are also felt elsewhere, and are addressed in this issue. In Britain, the fact that education was an important issue in the recent election has meant a stronger commitment from central government to overcoming the problems identified by James Hemming, Rex Andrews, and other contributors a year ago. Recent initiatives have aimed at giving individual students, governors, head teachers, and parents greater choice, at raising standards, and at improving the employment prospects of school leavers, particularly in deprived inner city areas where the educational crisis is most acute. But whether these measures get to the heart of the educational malaise or raise the low morale of teachers and taught remains to be seen.

In this issue we look at some of the wider issues underlying the educational crisis, and at possible means of resolving them in the light of the WEFs and The New Era's longstanding conceren with the progress of education. John Raven sets the scene with a keynote article which looks at the deeper issues raised by the educational crisis in Britain and abroad. He argues strongly for overcoming the barriers to effective education, which he sees as fostering competencies rather than in merely transmitting knowledge. His article is followed by those of Douglas Ogilvie and David Turner, both of whom see the current crisis in education as part of a wider moral crisis. David Turner also looks at the reasons why progressive education, and with it the WEF, is suffering from the general malaise. His reflections are given point by Yvonne Larsson in her wideranging historical review of the WEF's activities in pioneering progressive education since 1921, including both the achievements and failures of the Fellowship to date.

A key concern throughout WEF's existence has been for *the individual*, and the shaping of the individual through short, "outward bound" schools, as pioneered by Kurt Hahn, are advocated by Hermann Röhrs, writing from a West German perspective. The educational

needs of the exceptional individual, in the shape of both the gifted and handicapped child, are addressed by Joshua Oni in the light of Nigeria's programme to integrate these children into the mainstream of that country's secondary schools. Finally, Susan Isaacs examines the fundamental educational process which takes place in the home during the individual's first years of life, and traces the roots of personal freedom to successful relationships between parents and children in these crucial early years.

New Developments

With this issue we bid farewell and thanks to Desmond Davey, who is retiring as Associate Editor for Australasia and the Pacific.

We welcome as Associate Editor (U.K.), Dr. James Hemming, who has made some notable contributions in *The New Era* in the past 18 months, and whose enthusiasm and expertise will strengthen the editorial team. Readers will also note that in common with other learned journals we have introduced in this issue the practice of prefacing each article with an abstract of its contents.

In view of the preparations needed for the launch of *New Era in Education*, it has been decided to postpone this until the New Year, rather than this autumn. Subscribers will also note below that we have kept the sequence of volumes for the new publications to reflect its distinguished lineage as a development of *The New Era*.

Further developments are reported in Section News.

MICHAEL WRIGHT

August 1987.

NEXT ISSUES

The New Era

Vol. 68, No. 3 Professionalism in Teaching.

October/November 1987.

New Era in Education

Vol. 69, No. 1 Global Thinking, Local Action.

February/March 1988.

Vol. 69, No. 2 **Educating for a Caring Community.**June/July 1988.

Vol. 69 No. 3 Financing and managing education.
October/November 1988.

The Crisis in Education

John Raven

Abstract

In this article it will first be demonstrated that those who think that the educational system should be fostering the competencies which make for enterprise are correct. Thereafter the often surprising barriers which must be overcome if educational programmes which foster such qualities are to be more widely introduced are discussed.

Overview: Fostering Competencies

Education involves Fostering Competencies rather than Conveying Knowledge.

Most official documents 10, 11, 17, 21, 24, 25, 26, 27, 28 which specify the goals of general education emphasise problem-solving ability, the ability to work with others, enterprise skills, leadership, and the ability to understand and influence what happens in society. This is true for the UK, the US and other countries. These views are echoed in surveys of the opinions of teachers, pupils, parents, employees and employers - in Ireland, England, Scotland the USA and Belgium. The opinions of all of these groups are supported by research into the qualities which are actually required at work and in society. The qualities which have been mentioned and others like them are required by machine operatives, navvies, bus drivers, small businessmen, civil servants, doctors, scientists, managers, and by politicians. They are also required to use leisure in a satisfying way if economic and social development, rather than conflict, is to occur. At the present time, these qualities are at a particularly low ebb in the UK in comparison with societies like Germany and the US, and, in particular, in comparison with such places as Japan, Hong Kong and Singapore. In the UK there is very little interest in innovation, finding ways of doing things more efficiently, finding new things to do or better ways of doing them, working as part of a team to accomplish a worthwhile goal, contributing to a public debate about what is in the long term interests of society, or working for the long term good of society. Understanding of such concepts as "participation in management", "industrial democracy", "management", and even "wealth" are highly dysfunctional.

Despite the demonstrated importance of fostering these competencies, values, and understandings, most schools — at least in the UK, France, Belgium, the US, and Australia — do not even attempt to foster them. As a

result, schools are among the least developmental institutions in our society. More than two thirds of 20 year olds say they have been better able to identify and develop their talents at work compared with school. Not only do schools generally fail to foster these qualities, many actually stifle them and foster inappropriate beliefs, understandings and values. The bottom line is that some two thirds of the money spent on secondary and third-level "education" is wasted. Nowhere in the world has efficient full time secondary education for all been provided. Yet we spend more than 12% of GNP on "education".

The fact that we spend so much on a useless activity is not, in itself, a bad thing: the great engines of economic development — the myths which make it possible to organise labour in productive activity — have always involved useless activities. These have included building pyramids and churches, trading in opium or gold, building nuclear "defence" systems, and developing a warehouse, transportation, banking, and accounting system which makes up two thirds of the "cost" of every article.

Barriers to Continuing to Provide "Useless" Education

There are, however, serious barriers in the way of continuing to offer a costly but useless educational system¹. These hinge on the public's disillusion and mistrust.

- 1. Public awareness. The first of these barriers is that the general population is now well aware that the educational system has been unable to deliver the promised benefits: economic and social development, jobs for all, equality, and the opportunity for each pupil to identify, develop, and get recognition for, his or her talents.
- 2. Public mistrust. The second barrier is a corollary of the first: more and more people now appreciate that when most educationists speak of developing human potential they are either creating jobs for their colleagues or are engaging in a form of double talk which enables them to legitimise an extremely expensive system which does little more than allocate occupational position and status. This has been described by Jencks as a means of legitimating the rationing of privilege in a secular age. The public now mistrusts educationists.

3. The certification dilemma. The third reason why it will in future be more difficult to use "education" as a Keynesian hole-digging-and-filling operation is that many people now understand the horns of the certification dilemma. It has, on the one hand, become obvious both that examination courses do not foster many useful competencies and that examination passes do not testify to the possession of important competencies. On the other hand, it has become clear that educational "qualifications" are used to control competition for jobs and thus create protected occupations whose members are able to command high salaries because of the "shortage" of "qualified" personnel. As a result, certificates which afford entry to protected occupations have great economic value. People are therefore prepared to pay heavily for an opportunity to compete for them especially when teachers claim to be able to help them to compete successfully. As the public has become aware of this dilemma they have demanded a more costeffective, "no frills", educational system and emphasised the need for a single, clear, and unarguable criterion of merit for allocating position and status.

Despite these problems, many people still recognise that educational environments both could and should develop the skills and talents of those being educated. This is why many people still insist that schools should embrace more of the wider goals of general education. In our surveys³ more than 50% of pupils wanted schools to do more to achieve 90% of the objectives we asked about.

4. Barriers to Re-Deploying Existing Resources. The problems facing educational policy makers is to redeploy existing resources. But they have to do so in a situation in which there is considerable resentment at what is going on, hostility toward those responsible for administering the system (they have, after all, conned the public in the past) and toward those who are likely to do well out of it, and widespread recognition that what is going on at present, while educationally unjustifiable, is nevertheless extremely important from the point of view of gaining a relative advantage. This means that teachers who are able to work the system for the benefit of their pupils will strenuously resist change. So will those pupils and parents who are doing well out of it.

5. Other barriers. If these were the only barriers to introducing a more developmental and cost-effective educational system, those interested in promoting it would have a hard enough task. But these are not the only barriers. One of the other barriers is that the kinds

of educational programme which are required to foster qualities like the ability to make one's own observations, the ability to identify and solve problems, the ability to take initiative, and the ability to get other people to work together effectively demand educational processes which are most easily provided in homes, communities and workplaces.

Fostering Competencies in Workplace and School

- 1. Individualised learning. If one is to foster such qualities one must create situations in which people can practice doing these things and thus learn to do them more effectively. Yet these are all difficult, demanding and frustrating activities. No one is going to make the effort required to practice them unless what they are doing is important to them. This not only points to the need for individualised educational programmes—individualised, that is, in relation to each pupil's values, priorities and talents—it also suggests that the tasks undertaken must be important to society.
- 2. Learning by example. But practise is not the only way in which qualities like initiative, adventurousness, and leadership can be developed. People can also learn from the example of others. But one only learns from example if those from whom one is learning are doing something one believes to be important. And it is not only their observable behaviour - the results of their thinking and planning - which it is important to see and to copy. The mental, emotional and striving processes which lie behind that behaviour are also important. So, if people are to develop the competencies which make for adventurousness, enterprise, leadership, and the willingness and the ability to understand and influence the direction in which society moves, those who are to learn to do these things must be exposed to people who already do them — and exposed to them in such a way that they can share in their thought processes, their feelings, their anticipations, and their reflection on things which have gone wrong. In this way they can learn to be sensitive to the cues which beckon and point toward an activity which is likely to pay off, which tell one when corrective action is necessary, or which tell one that things are getting out of hand and one had better either get help or stop doing whatever one is doing. They can learn how to turn a chance observation to advantage.
- 3. Learning on the job. Experienes gained in the course of working on tasks which are personally

important and when working with other people who share one's concerns are special. The Youth Training Scheme branch of the Manpower Services Commission (MSC) is thus correct when it asserts — to the annoyance of many educators — that such qualities are best fostered and developed on the job²¹. The problem with their standpoint is that few British supervisors and managers think it is part of their job to think about trainees' talents and interests, to create developmental environments in which the trainee can practice and develop these qualities, or to share with their trainees their own thoughts and feelings as they carry out important tasks. Confronted with this observation, most British people exclaim "Of course not!" However, not only have researchers like Lyle Spencer 34 shown that the tendency to think about, place and develop the talents of subordinates is one of the competencies which distinguishes more from less effective supervisors and managers, our own work³¹ shows that managers in Japan and Singapore do it as a matter of course. Since there is no way anyone other than supervisors and managers can provide such assistance throughout life, it follows that the target of MSC's intervention must be supervisors and managers, not trainees, and that educators have a crucial — if nonconventional — role to play in the process of developing the talents of supervisors and managers.

School-based programmes. Fortunately for educators, work is not the only setting in which such qualities can be fostered. If teachers adopt such processes as interdisciplinary, competency-oriented, enquiry-based, project work grounded in the environment around the school and explicitly set out to embody the important features of work in that activity — a real task to do, variety, the ability to tap a wide range of alternative talents — then educational environments can be made more developmental. In this context it is of great interest to note that more effective teachers, like more effective managers, are the ones who show a greater tendency to think about, harness, build upon, and develop the talents of their pupils. And they are also more likely to share their own thoughts, their own strivings, and their own feelings with them.

Unfortunately, the view that our most important competencies are best developed on the job (or through educational programmes which have many of the features of work) is threatening to many of those who have dedicated themselves to traditional forms of education.

The resources required by teachers

A major barrier in the way of introducing competencyoriented education into schools is that, if teachers are to foster such qualities, they need to be able to assess each student's concerns, interests, and talents, invent an individualised developmental programme for each student, monitor his or her reactions to those experiences, intervene to take corrective action when necessary and, at the end of this difficult and demanding process, identify the particular competencies which each student has developed in such a way that they will stand to the student's credit when the time comes to scramble for a job. This is an extraordinarily demanding set of activities and it explains why only about 5% of teachers undertake "project work" effectively.

To implement competency-oriented education effectively it is not only necessary, as Burgess and Adams⁸ almost alone emphasise, to devote a great deal of time to guidance, counselling and appraisal. It is also necessary for the teachers concerned to have both a good theoretical framework to enable them to think about the talents which might be developed and the ways in which they are to be developed, and tools to help them to implement such individualised educational programmes.

Such demands may seem unrealistic. But the reality is that such diagnostic and prescriptive tools are required if teachers are to foster effectively even such fundamental competencies as the ability to read. This may strike the reader as an absurd statement — until it is acknowledged that very few children – particularly those who have learning difficulties — learn to read at school. As Tizard³⁶ has shown, it is parents who, in general, provide the sensitive help and encouragement which is required to enable children to find material which interests them and who provide the individualised help which is required to identify the child's specific difficulties so that remedial action can be taken. Once again, it is those teachers who have, personally, privately, and painstakingly — over perhaps 20 years — developed strategies for providing such individualised reading programmes who are the apparent exceptions to this rule.

Another barrier to the wider introduction of multiple-competency-oriented educational programmes into schools is that the qualities we have been discussing are value-laden. Not only will people only practice and develop these competencies in the course of pursuing goals they value, competent behaviour is dependent on having a view of society and one's role in it which leads one to feel that one has a right to ask questions, a right to expect people in authority to answer those questions, and a right to seek to influence the wideer social constraints on one's behaviour. Many parents, teachers, managers and politicians find this notion threatening—not least because they lack the competencies which are

required to manage independent, thoughtful, people who identify and tackle their own problems.

Re-educating teachers and parents

One corollary of this observation is that much "education" is directed towards the wrong people. The most important targets for educational programmes emerge as being teachers, not pupils; managers not employees; the leaders of our society, not "the disadvantaged"; adults not children. We can no longer lay the blame for our social and economic ills at the door of the poor and those who are least advantaged in the educational system.

A second corollary of this observation, taken together with the fact that such qualities can only be practiced and developed whilst people are working toward goals they care about, is that any attempt to introduce genuinely educational programmes into schools will be met by opposition at all levels from PTAs upwards. PTA committees which aspire to influence the curriculum repeatedly dissolve in internal strife. All their members want change. But as soon as some parents start talking about encouraging question-asking, independence, initiative, or adventurousness, chaos ensues. Some parents, worried that they will no longer be able to control ("manage") their children, start to raise doubts. It is then suggested that their children need not join the programmes. This in itself creates problems because it challenges deep-rooted beliefs about equality and uniformity in public provision. It is feared that the children of the best managers will, yet again, get the best deal. But, before long, a more serious objection emerges. What is being said is, not that these qualities are unimportant, but that they are too important. If schools helped some pupils (and not others) to develop them, those children would do better in life than the others. That would be unfair. This is one example of one of the most important dilemmas facing educators: many people want their children to obtain benefits which are more likely to be attained if they possess competencies like those we have discussed. But they often do not want their children to possess those competencies (e.g. independence), still less others (such as abrasiveness or pushiness) which are psychologically bonded to them. They do not want their children to devote their time to their careers - or even to improving society - if this means reducing the time they spend in affiliative behaviour with their families. They do not want their children to become socially and geographically mobile - particularly if this means that they are likely to neglect them in their old age. Finally, as it becomes clear that competent behaviour involves tackling some of the wider social constraints on what one can do and that encouraging pupils to tackle these constraints means influencing their beliefs about society, how it is structured, and how it should work, some parents articulate their (justifiable) fear of political brainwashing. In Britain the Manpower Services Commission(MSC) has found itself in precisely the same trap as a result of advocating that schools (through TVEI) and employers (through YTS)³⁹ foster those qualities which make for enterprise and personal effectiveness^{21, 22, 23, 24}. Finding that this led schools, colleges, and employers to encourage their trainees to consider political processes the MSC reacted by banning political education!

Neither the members of PTA committees nor teachers in general are equipped to handle the tensions which stem from the value laden nature of any education worth the name. As a result, attempts to introduce educational programmes which would foster these qualities simply die. Schools end up working toward the lowest common denominator in education i.e. "working class values" ("sit still, do as you are told, learn what is put in front of you") and examination achievement.

Ironically, the strength of private schools is that they can avoid this dilemma, foster these more important competencies, and inculcate both values and political beliefs. Their very effectiveness in these overwhelmingly important "non-academic" areas is precisely why they are so unpopular with parents who would refuse to send their children to them even if they could.

The point is that state schools will continue to be unable to foster the qualities which most people think they should be fostering without radical changes in beliefs about the way public institutions should function and without opportunities for adults to consider and resolve some of the dilemmas which have been mentioned being made available. It follows that if education is to be introduced into schools adult civic education is a top priority.

Certificating value-laden competencies.

A further barrier to wider dissemination of competencyoriented educational programmes in schools stems from the fact that what happens in schools is determined by what is assessed at the point of interface between schools and society. It is not determined by the wishes or priorities of ministers of education, government committees, employers, parents, teachers or pupils, or by objective employment needs. It follows that, if schools are to foster the qualities we have been concerned with in this article, and, equally importantly, if employees are to be able to get credit for qualities they have developed "on the job" (or in the course of YTS programmes²¹) — and thus become able to compete for promotion with those who enter their occupations with higher "educational" "qualifications", some way of assessing these other qualities must be found.

The thought of assessing these value-laden qualities makes most people - including myself - extremely uncomfortable. Yet I can see no other way of preventing social vandals like some of the people who currently occupy a number of the most senior positions in our public and private sector organizations getting into those positions. Nor can I see any way of avoiding the problem that, at present, evaluation research, and, as a result, all subsequent discussion of its implications, tends to focus on the goals which are easily assessed and neglects the more important goals of general education. The costs of not developing such measures are enormous: These costs include inability to create developmental climates in schools, inability to develop, utilise and reward people's talents for their benefit and for the benefit of society, inability to undertake useful evaluations, and inability to keep social vandals out of influential positions. Instead of resisting development of means of assessing these qualities, therefore, we must think about how to guard against their misuse. This means ensuring that their use is publicly supervised.

Innovations needed

A final barrier to the dissemination of competency-oriented educational programmes stems from the forms and procedures of accountability employed in the public service. At present, teachers are not really expected to pay attention to their pupils' needs and concerns and then invent better ways of meeting their needs. Rather, they are viewed as mere hired hands whose job it is to do the bidding of distant elected representatives — to whom they are accountable for little more than the petty cash.

To overcome this problem we need to develop new expectations of teachers, new criteria of accountability, new tools to help us to find out whether those criteria are being met, and new structures to promote and encourage innovation.

1. Expectations of teachers. We should expect teachers to invent ways of tapping individual pupils' motives and meeting their needs. We should expect them to stimulate, and thereafter contribute to, the debates which are required to evolve new ways of thinking about society. We should expect them to contribute to the evolution of the structures which are needed to

enable adults to develop the competencies which are required to manage society effectively and to enable them to help each other to develop their talents. We should expect teachers to try to influence the wider social forces (such as the expectations of parents and directors of education, and the narrow range of competencies tested by examination boards) which otherwise so much limit the competencies they are able to help their pupils to develop. We must expect them to insist on the collection of relevant information about how well their pupils are developing and how well their schools and the educational system as a whole is performing and to take the steps which are needed to ensure that good decisions are taken on the basis of that information.

Obviously no one teacher can do all of these things. But the teaching profession does need to encompass and support a significant number of people who do each of them.

- 2. Criteria of accountability. If teachers are to do the things just mentioned they must be able to get credit for having done so. That is, the criteria against which their performance is judged must include them. The obvious difficulty of doing this leads one to tend to recoil...until one encounters one of those elegant rare strokes of genius. Burgess and Adams ⁸ have suggested that the procedures which they together with such people as Stansbury ³⁵ and Spencer³⁴ have developed for making statements about pupils' competence be applied to teachers. Teachers would be asked to keep records of events which went well and poorly for them, what led up to them, what they did, and what the outcome was. In this way they would be able to get recognition for their concerns, talents and accomplishments.
- 3. Structures to promote innovation. The structures which are required if a more innovative and more effective educational system is to evolve must promote more contact between innovative teachers and enable them to initiate more concerted attempts to advance basic understanding of fundamental educational processes so that chronic problems can be tackled. The network of monitoring and validating groups supported by a measurement and educational research service proposed by the Irish Minister for Education's Committee on the Intermediate Certificate Examination — which is in many ways similar to the framework of validating and accrediting agencies later advocated by Burgess and Adams⁸ — would meet this need. It cannot be too strongly emphasised that considerable time needs to be allotted to what Kanter has termed "parallel

organisation" activity concerned with innovation. But this does not mean that more teachers are required. The data which were briefly summarised earlier shows that if teachers spent less time in front of their blackboards and more time managing the educational process, the benefits for pupil development would be substantial.

- 4. Monitoring structures. To initiate an effective programme of school improvement it is not only necessary to create an innovative climate, to provide tools to enable teachers to find out on an individual and on a collective basis how they are doing, and to implement alternative monitoring and accounting structure, it is necessary to give teeth to information. We are all too familiar with evaluations which simply gather dust. If this problem is to be tackled it will be necessary to make the work of individual administrators, teachers, schools, clusters of schools and administrative departments much more public. A network of public monitoring groups is required to examine the information collected and monitor action taken³². Significantly, such a network of monitoring groups would also help the public to discuss and resolve some of the dilemmas mentioned above and thus promote the evolution of new ideas about how public institutions should work. Unfortunately, one does not know many people who would voluntarily devote the necessary time to such activities. It is therefore necessary to recognise that, just as such activities are essential to the success of commercial enterprises, so they are necessary for the effective operation and development of society. The implication of this is that they are truly wealth-creating activities and, as such, merit remuneration.
- **5.** New administrative concepts and tools. It is worth making explicit a message embedded in the last few paragraphs. This is that to run modern, information-based, societies effectively we need new concepts of bureaucracy and democracy and new tools to administer them. One of the most important functions of education—significantly not one emphasised by parents, teachers, or employers—is, therefore, to promote the evolution of these new concepts, understandings, and tools.

Concluding Comments

I have chosen to devote the space allotted to me to describing some of the causes of the chronic crisis which has persisted in education for the past 25 years and to discuss the many non-obvious steps which need to be taken if that crisis is to be tackled. The suggestions which have been made in many ways contradict con-

ventional wisdom. The philosophy of the Department of Education and Science in England, the Scottish Education Department, and the US Department of Education over the past 40 years has been that if teachers were told to do things they would do them. If they did not, that demonstrated a lack of ability or goodwill. Such incompetence or insubordination, when discovered, was thought to indicate a need for more training or a harsher staff appraisal system. Our work shows that this is naive. The problems in education have multiple and deep-rooted causes. To overcome them we need new ways of thinking about the issues and new ways of doing things. In most cases a great deal of fundamental research is required. However, the research which is needed must be carried out in an action context and must address issues which at first sight seem far removed from the problem. It is a symptom of the deficiencies in the system we have created that neither developing better ways of thinking about things nor the execution of fundamental research in an action context (and tackling problems not immediately obvious to civil service administrators) attract funds. What Schon³² has termed the Technical-Rational as contrasted with the Reflection-in-Action model of the professions — including education — has become deeply embedded in our thinking. Research is not seen as a route to the solution of pressing problems. Rather, in line with the educational system in general, it is seen as a route to the personal advancement of the individual concerned - and this advancement is most easily achieved by doing "pure" "academic" work which tackles problems identified in the "disciplinary" literature. The question now is: Given that taxpayers have seen through both the educational and the research rhetoric, how can a more appropriate set of expectations and structures be created? If there is a single key issue which educators need to address, this is it.

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Education: A Matter of Principle

Douglas Ogilvie

Abstract

If it is to be morally legitimate, the practice of education, and its associated theory, needs to be based on consistent principles. Two basic principles appear to be a law of adult self-responsibility and a law of unconditional generosity.

Introduction: Groups

Conventional mankind is a gregarious species. We are normally afraid of aloneness and prefer the comfort and security of the herd and so we identify with groups. In addition to feelings of security, our group membership gives us our sense of identity and our feeling of importance. Take from us our membership of our occupational group, our family group, our amusement groups, our ideological group and our national group, and most of us would be left with no sense of purpose, personal identity or self-importance.

A group is an aggregate of individual people that is conceptualized (i.e. imagined) in the minds of the people who believe either that they belong to it, or that they do not belong to it. In other words, a human group (as distinct from its particular members) has no empirical existence in the scientific sense but is known (like a superhuman god) as a figment of human imagination.

This makes nonsense of the widespread use of the scientific method (by social scientists such as economists, sociologists, political scientists, management scientists and social psychologists) to understand groups, organizations and other figments of the human mind.

Most of us find this difficult to accept. We have been socialized to think in terms of "the fatherland", "the profession", "the company" and "the department" and we tend to ignore the fact that these terms do not refer to demonstrable objects but are abstract generalizations, very similar to religious concepts such as Yahweh, Allah, and soul. We forget that only men and women exercise free-will and make self-conscious decisions; not nations, sects, departments or any other imagined whole.

But, because we act as if these abstract ideas are "real", they appear to influence reality as if they did have a material life of their own. They are frankensteins that we create in our own minds; idols to whom we bend the knee and pull the forelock, because, without them, our lives would seem meaningless.

Group Principles

"Parts derive their meaning from the wholes to which they belong." Because conventional people believe that they belong to their groups, those groups are considered to be more meaningful (i.e. more important) than their individual members. Hence, whoever controls the group controls the members who belong to that group.

Groups are controlled by means of group policy. Policy is a general statement of abstract principle which identifies group purpose and the characteristics of the means whereby that purpose might be attained.

There are two radically different types of group.

In a *consensual* (i.e. democratic) group, policy is determined by the consensual agreement of all members, who are then free to make particular decisions within that general framework and who can expect to be assisted by fellow-members in implementing those specific, practical decisions. The group policy is equally representative of the ideals of each and every member.

In a *factional* (i.e. authoritarian) group, policy is determined by special policy-makers and is enforceable by means of norms, i.e. particular rules of behaviour which are enforceable by means of extrinsic rewards and penalties. In this case, authorities or managers claim to "represent" the group, not only to outsiders but to insiders as well. If accepted, this claim to special privilege gives such people enormous power to control the lives of subordinate members.

Both democratic groups and factional groups can be governed according to general principles but only factional groups need to enshrine those abstract principles into particular norms and mores and so deny free-willed self-responsibility to individual members. In a democratic group, the members act as if the group belongs equally to all members. In a factional group, the members act as if they all belong to the group.

The differences may be subtle, but it is crucial for any attempt to understand organized human behaviour.

The Moralizing Species

For thousands of years, mankind has been organized, like baboons, into dominance hierarchies; each collectively being dominated at any one time by a privileged faction, although there is usually a possibility that the established dominants may be overthrown by a rival faction.

Human factions are normally differentiated according

to class, caste, race, occupation, possessions, sexual gender and/or schooling. Any factional Establishment establishes and maintains its dominance by means of social engineering, i.e. politics; the use of physical violence, bribery and/or the censorship of ideas. Although the dominant faction is normally a minority (which enables its members to maximize their individual privileges) it may, in some cases, constitute a majority of its collectivity. Majority-rule government is thus most sensibly viewed as a type of factionalism, not as democracy, which is a term more appropriate to consensual order.

Although we human beings resemble baboons in many ways, we differ in one critical way. We need to imagine reasons to justify our organized behaviour, whether we act as dominants or as submissives (or as consensual egalitarians). We are a moralizing species. We need to be able to justify whatever we do by believing that we are "right" (which implies also the possibility of being "wrong" and hence the possibility of freedom of personal choice.) This is only possible if we adopt, on faith, a number of general assumptions which identify the criteria that determine if any particular action or interaction is right (or good) or not.

These assumptions are the moral principles which form the genesis of all theories of human organization and all organized human activity.

It is no accident that the authors of Genesis assumed that the radical problem facing mankind is the question of righteousness and sinfulness and the criteria for differentiating between the two. Certainly nothing has happened in the past 3,000 years to indicate that they were in error in posing this general problem, although certainly their particular conclusions are open to serious criticism.

The Choice

Dominance hierarchies are justifiable by means of a variety of managerial theories based on elitist principles. Machiavellian manipulators believe that "might is right". Social darwinists believe that the competitive law of the jungle ensures that "survival of the fittest". Pauline Christians believe that that worldly authorities rule by the divine right of Yahweh.

As a form of social order, the dominance hierarchy is probably appropriate for baboons, domesticated poultry and hairless children. For adult human beings it is wrong, and has been for 2,000 years. It is preached and practised by latter-day luddites.

Its antithesis is cooperative anarchy (sometimes labelled as collegiality, liberalism or consensual democracy). This alternative form of organization is justifiable

by means of a variety of educational theories based on egalitarian principles.

For example, taoists reject the dominance of authorities, anarchists believe that power-over-others corrupts the people who practice it, liberals believe that no law is legitimate unless based on the free consent of the governed, and Jesus said that we should serve one another as servants, not govern others as if we are their masters.

On close examination these and other theories of personal liberation are found to be based on a universal law (the golden rule of Matthew, 7, 12) comprising two egalitarian principles; the sovereignty of the individual and the virtue of generosity. These principles contradict the elitist principles which justify factional norms and social engineering. They offer the opportunity to enjoy personal autarchy within cooperative anarchy; a heaven on earth for humankind.

Yet this is the insight that is, and always has been, deliberately censored by the members of the Establishments who dominate professional institutions such as the law courts, the temples, the mass media, education departments and academe. The easiest way to deny freedom of choice to the laity, and so maximize the privileges of the privileged, is and always has been, to censor any radical criticism of existing policy and its norms, and so prohibit any serious speculation concerning the possibility of alternative policies that are significantly different, as distinct from cosmetically different.

This is the hegemonic control exerted by authorities when they manage the behaviour of their laity, by managing their thoughts and so denying them the opportunity to speculate in unconventional terms about the choices that might possibly be available to them.

Justice

The abstract law which establishes the self-sovereignty of the individual and a universal taboo against tyranny is the law of equal rights (i.e. justice) which can be stated as follows:

Principle 1. Thou shalt not deny the rights of any adult free-willed person (including oneself) to exercise one's own free will with one's own personal property.

One's most important personal property is one's psychic mind and physical body. These are private property. They do not belong to other people, nor to the group. Hence, the principle renders illegitimate any use of force (whether legalized or illegalized by any institution such as church or state) to deny any adult citizen the right to determine her own thoughts and bodily actions.

This principle is self-defensive. It defends the meek

self against the aggressive other by proclaiming the liberty of individual conscience. The term "crime" is most sensibly applied to actions which contradict this principle and includes physical aggression (i.e. physical interference with another person against her will as in murder, rape and assault), material aggression (e.g. theft and pollution) and psychic aggression (e.g. adult censorship).

As such it outlaws the uninstitutionalized violence of thugs, thieves, polluters and other bullies. It also outlaws the institutionalized violence of the authorities of church or state directed against homosexuals, sabbath-breakers, adulteresses, prostitutes, drug users, abortionists, drivers with unfastened seat-belts, and bare-breasted beach bathers (of either sex). This does not mean that such activities should be encouraged, but it does mean that, when practised by free-willed adults, they should be tolerated.

There is a significant difference between advocacy and tolerance which Establishment figures normally refuse to recognize (being commonly blinded by motes in the mind's eye). Any non-violent behaviour by free-willed adults is tolerable, i.e. cannot legitimately be penalized. This in no way implies, however, that other behaviours should not be advocated and facilitated by free-willed adults.

Generosity

The positive element of the golden rule can be expressed as follows:

Principle 2. Thou shalt strive to be generous in using your natural talents to enrich the life stories of other people.

This law expresses the notion that one's god-given (i.e. natural) talents, of mind and body, are designed to be used in the service (not the dominance) of others (e.g. Matthew, 20, 25–28). One gives in response to the expressed needs of others, not on a contractual basis for profit (like a merchant) but unconditionally and naturally (like a whore), except that the taboo principle referred to earlier is not violated.

In other words, this guiding principle requires that one be deliberately generous towards all people, not merely to one's institutionalized family or faction. The inevitable proviso, however, is that one does not, in the process, violate a third person's free-will or act in a way that one believes would be harmful to oneself.

This law implies that in all cases of contradictory viewpoints, human reason is capable of eventually identifying a consensual decision that will resolve the apparent contradictions to the satisfaction of all participants.

The end result of the acceptance of this principle is a way-of-living in which one concentrates on asking for

personal favours and responding to such requests from others. For example, I know a lively lady who measures the success of each day according to the number of times she has been able to make somebody smile. When a number of people adopt this principle, the consequential group is characterized by charity and so is radically different from normal society, characterized as it is by commercialism.

Freedom

The taboo principle is enforceable by institutionalized law, but the generosity principle is only operative by individual acts of free-will. Immature people can be stopped from doing the wrong thing (i.e. denying another's right to self-determination) by threat of formal punishment, but they cannot be made to do the right thing (i.e. practise unconditional generosity) by the same means as this would be a violation of the self-responsibility that is defended by the first principle.

A just society only becomes possible when all citizens are guaranteed equal right to free-willed control of their own person. Justice is enforceable by political means but free-willed generosity can only be stimulated by educational means.

A free society is a just society characterized by unconditional generosity. Nobody can be free if alone. Perfect freedom of choice requires the convivial collaboration of one's fellows.

At present, no society is either just or free and nobody is liberated. Mankind's radical problem remains unsolved and largely ignored, even by those of us who masquerade as "educators".

"The chief taboo of our industrial culture has been the fundamental exploration of questions of human purpose, meaning and identity . . ."

Yet, as has been remarked on a number of occasions, human life is a unique game in that the object of the game is to discover the rules whereby it is played.

Games

The taboo principle and the guiding principle apply universally to the human race whether, as individuals, we know it or not. All injustice, violence, and unhappiness derive from our common refusal to recognize this. Until we learn to accept the legitimacy of these two laws, nothing else we learn to do is of any long-term significance to ourselves in particular or the human race in general.

However, the propositions imply that as long as the two requirements of self-determination and genereosity (or justice and love, or harmlessness and helpfulness) are accepted faithfully, each adult person is entitled to identify the game that is to be the focus of her attention at any one time, and to clarify the consistent principles that govern the game. Common games today include commerce, sport, sectarianism, patriotism, parochialism, war, parliamentary politics, promiscuity, academe, parenting and stamp collecting.

However, the norms of almost all of these games as currently played violate Principles 1 and 2. It is thus the responsibility of people who want to play any one of these mundane games to see if they can reconceptualize the game so that its particular rules and regulations do not contradict the universal principles. Until then, such games are illegitimate for enlightened (i.e. fully developed or educated) human beings.

Conclusion: Education

If education is conceptualized as the process of identifying and publicizing the consistent principles (i.e. the theory) on which the best possible life might be lived by the greatest number of people, then the preceding argument is relevant to each and every educator, whether as parent, or citizen, or professional.

If we can get our basic principles organized into one coherent theory, everything else of importance can reasonably be expected to fall naturally and effortlessly into place.

Until we do this, our particular research projects, curricula, administrative procedures and evaluation programs are probably doing more harm than good.

The long-term welfare of the human race depends on the conceptual framework whereby we think; not on the social engineering of politicians, the high technology of scientists, the prayers of clerics, the sacraments of priests or the money-grubbing of the merchants.

This, essentially, is what Jesus-bar-Joseph said, although the Christian clerics have foolishly tried to put his new wine into the old bottles of Judaism.

It is high time the rest of us made the effort to learn the lesson this enlightened Man has tried to teach us.

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From the Outlook Tower: 50 years ago

In reviewing the past twenty-one years and in contemplating the building of free societies and a world commonwealth, the New Education Fellowship did not find it necessary at Cheltenham to go back upon any of its main principles of education.

But the Fellowship, while holding to its educational principles, seems to feel the need for shifting the emphasis slightly from the child to the adult. First, we ourselves must be free. We must learn to live with others, without surrendering our personal integrity or demanding that others should surrender theirs. Too often we find that we agree in theory with many of the high ideals set forth in this Conference, yet that when these ideals clash with our personal prejudices, our own interests or our desire for security, we fail to put them into practice. Too often we allow material possessions, and the care that they demand, to encroach unduly upon our energies and limit our freedom and social usefulness.

The ideals of the New Education Fellowship really constitute a way of life, a new attitude to ourselves, our neighbours and the world. Our first job is to see that we ourselves are living what we believe. If so, we as educators can influence, consciously and unconsciously, a vast number of children. We demand a type of free society that will give opportunity for free personality. We must learn to live together. First in the family and school and then in ever larger communities, we must bring about a change in human relationships, for in such change, not imposed from without but attained by grace from within, lies the hope of the future.

We are actors in perhaps the greatest drama in history. The Fellowship calls to men and women of every race, within and without the teaching profession, to join in using education to safeguard democracy for the coming generations. We have embarked on a great intellectual and spiritual adventure which calls for courage, clear thinking, tolerance, self-sacrifice.

Beatrice Ensor, Editor of *The New Era*, in Vol. 17, 1936, writing of the WEF Cheltenham Conference in that year.

A Moral Crisis in Education

David Turner

Abstract

The author uses the Kantian moral yardstick of treating people as ends rather than means to address the present crisis in education, which he sees as being essentially moral: people in education are not being treated as ends. Progressive educators in the past 40 years have a common history of good intentions and practices, but must also gain a theoretical understanding of the moral dilemmas of the present generation in order to be effective. A combination of Kantian morality and the modern theory of games are advocated in order to achieve this understanding.

Introduction

I first came across *The New Era* and the World Education Fellowship about ten years ago when I was reviewing the work of Professor J. A. Lauwerys¹. Most of this work had been written in the 1930's and 1940's, when the WEF, or New Educational Fellowship as it then was, was a focal point for the development of innovative educational thought, and where the efforts of many of the leading members of the Fellowship were directed towards the establishment of a new international understanding concerning education. These developments culminated in the foundation of Unesco in 1946.

Forty years on, the picture is not encouraging. Unesco is beset by difficulties. The proliferation of the view that education is either the means of selfish individual advancement or the handservant of economic development suggest that we have not moved very far towards the creation of education for the development of the individual. And even the friends of WEF would hesitate to claim that it was the leading organ of progressive education. What went wrong?

The Kantian moral principle

Unesco, like the work of Lauwerys himself, linked education with science. But both went further than that by including an essentially moral element. In his late work Lauwerys sought an almost exclusively moral solution to international educational problems². In a shrinking world, however, where we are obliged to take account of cultural and religious diversity, it is increasingly difficult to find agreement on moral principles. But where we can find agreement, we should make every effort to see that the principles are carried through to practical policies. I take this to mean something rather more than that we should be looking for the lowest

common denominator to which all people can agree. Progressive education was based on the precept that a moral principle was to be adopted, and that one of the major functions of progressive educationists was to teach other teachers the value of that principle. I find the moral principle which is at the heart of child centred education most concisely summarised by Kant:

"The practical imperative, therefore, is the following: Act so that you treat humanity, whether in your own person or in that of another, always as an end and never as a means only."

The Kantian principle, that every individual should be treated as an end in himself or herself, and not a means to an end, is also reflected in many religious moral codes, and finds expression in international declarations that individuals should be treated as individuals rather than as members of particular races, religions or genders. It says a great deal more than that, however, in terms of how we should view the parties involved in education.

Postwar dilemmas

In 1946 the moral issues in education were relatively straightforward. The most important issue was simply the provision of education for all children as of right. After that the priority was to ensure that every child was given an environment in which he or she could develop as a whole person. Since the standard against which this was to be judged was the existing provision of a very formal and academically orientated system of education, the path towards the application of liberal ideas seemed relatively clear. Now the world has changed, with extensive systems of state education being the rule rather than the exception. Particularly in primary education child centred approaches have found increasing acceptance. But these very successes have produced further dilemmas. Some groups of children have failed to take full advantage from the opportunities which have been made available. Children from disadvantaged backgrounds are under-represented in the upper levels of education systems, while other groups are underrepresented in particular fields of specialisation.

And their resolution

It is all too easy to find explanations for these phenomena, and to propose policies which will correct imbalances in distribution. This has become an increasing focus for concern in the educational literature, and frequently in legislation. What distinctive insight should progressive educationists bring to this issue? I think that application of the Kantian principle has some important lessons here. Children are not to be seen as means to achieving any particular policy ends, whether those ends be economic or political. But the principle goes further than that. If, for example, girls are choosing not to study sciences when they come to pick their courses of study, then we need to see that they are probably doing something sensible, rather than suggesting that they are doing something deviant. We may not like the fact that they are under-represented in science classes, and we may try to change the circumstances in which they make their decisions so as to encourage more girls to enter careers in science. But the essential point is that respecting individuals as ends in themselves implies an acceptance that decisions which they make achieve something positive for them.

Collective vs individual interests

The world is full of situations in which our collective interests conflict with our individual interests. A classic example of this is the "Commons Dilemma": we all suffer if a piece of fertile common land is turned into a desert through over-grazing, but it is in each individual's best interest to squeeze as much out of such common assets as possible⁴. Looked at from the point of view of society, it is in all of our interests to cooperate, and to limit the number of animals grazing on it. On the other hand, if I could only put one extra animal on the land, my profits would increase, and I would be better off, even if all animals, including my own, suffered a little bit.

Because we understand both sides of the motivation involved, the group and the individual, we know very well what to do: we tax people who want to put more animals on the land, or we insist that those who make more use of a public asset pay compensation to those who do use it less. In this way we can produce the circumstances in which individual motivation is brought into line with group motivation. Such a system has practical advantages for everybody involved, but the important point goes far beyond this. Recognising what motivates people is to treat them as ends in themselves: simply decrying their actions as evil, selfish or anti-social is to treat them as means to our ends.

There are direct parallels within educational systems. We benefit collectively if every child is well educated, but we benefit individually if there is a cut in taxation. One badly behaved child in a class gets extra attention from the teacher, but thirty badly behaved children in a class produce chaos. There are interesting insights into

such conflicts of interest which can be gained from the scientific models developed in game theory. Indeed, we have adopted many of the practical measures which will help to bring group and individual motivation closer together, including externally imposed discipline in classrooms and state provision of education. But particularly in the latter case we have done so with less grace, and with less enthusiasm, than we have shown for conservation laws and agricultural policies. At the international level we see no grace exhibited at all, with individual countries choosing to withdraw from Unesco rather than work towards collective goals.

The heart of the matter

Now we come to the heart of the matter, which brings together the various strands I have been weaving together up to this point. We are morally obliged to come to terms with what makes other people tick, about what motivates them, before we come to a judgement about what they have done. That is what is involved in treating them as ends rather than means. But in practical terms, understanding how people arrive at their conclusions will also enable us to provide the conditions in which they can be better.

How well does our present understanding of education systems match up on this simple criterion? Unfortunately, the answer is, hardly at all. More children should study applied sciences. More girls should study science. More children from ethnic minorities should take post compulsory courses. We all know what would be best for young people, and when they do not do as we think they should, we can always find explanations. Young people have a false impression of what is involved in applied sciences. Girls have the mistaken impression that science is a masculine activity. All Asians want to be doctors or lawyers. Such sweeping use of stereotypes is degrading for those they are applied to, of course. But they are more degrading to those who use them, because the application of stereotypes means that individuals are not being treated as full and rich human beings. Even the simplest moral rule is not being followed.

The responsibilities of modern educators

Our first responsibility as educators to young people is to recognise that what they are doing makes sense; their actions produce some desirable results for them. If they did not, they would soon desist. Our second responsibility is to try to understand the circumstances in which they find themselves, which we have created for them, and how these influence their choices. I have explained in detail elsewhere how a model from game theory can be used in this enterprise⁵ I shall not go into this again here, but will pick out some important features, one of which is that a major organising principle of choice appears to be the reduction of risk.

Consider the case that exercised me greatly as a physics teacher; why did so few girls study physics? I hope it was not lack of encouragement or interest. And I am sure it was not lack of ability or aptitude. And yet, in spite of any efforts, it was impossible to raise the number of girls in a fifth form class above a tiny proportion.

But talking to my colleagues the answer became very clear indeed. A girl who was successful in science would become a doctor or a vet or a prime minister. We knew that, and the girls knew it. But what if they were not quite so successful? What did the less successful girl need physics for? I suppose there is a sensible answer to this question, but the answer I heard most often was that they would learn how to change the plug on an electrical appliance.

How different this is from the perception we have of physics for boys. They can become doctors, engineers, draughtsmen, technicians. At every possible level of success, the subject is seen to be useful for something. The sciences may not pay boys very well, but they can be used to reduce risk. There is always a good fall-back position if the boys do not achieve their ambition. On the other hand, girls, if they do not achieve their ambition, can fix a plug on a toaster. Can one really blame girls for coming to the perfectly sensible conclusion that the study of science holds no future for them?

Understanding the young

I think the nature of the understanding we should be seeking of young people's behaviour can best be seen by contrasting this with the widely held view that girls are doing something mildly deviant by not making choices which are similar to those made by boys. The assumption is that boys' choices represent the standard against which girls' choices should be judged. Since they are not making similar choices, then either they are cognitively different (possibly even cognitively deficient), or they are coerced into making the wrong decisions, or they are misinformed. The possiblity that girls may be just as well adjusted to the job market they will face on leaving school as boys seems not to have been considered.

If any group of young people are doing something which we think undesirable, the first thing we must try to do is undersand why they are doing it. This is partly a moral imperative, that the kind of understanding this produces will be based on respect for their judgement. But it is also a practical matter. If we can understand how their choices fit into the circumstances they face, we will

be better able to produce circumstances in which individual ends coincide with what is good for society.

I have to say one further thing about the understanding we should aim for as to how young people, or any people, are motivated. It is not uncommon to see individual actions as motivated by circumstances, but in a rather different sense to the way I am arguing here. It is usual to use circumstances as an excuse for behaviour. A child's decision is determined by parental influence, home background, peer pressure and so on, and the child is therefore not to be held responsible for his or her decisions. Such a casual view of human behaviour is mistaken, and also undermines the value which we place on individuals. The understanding I am looking for is one in which it is possible to understand the choices made by groups in general, but which says nothing about the actions of a specific individual. In this way, one can be sympathetic to the actions of groups in general, without reducing the individual's responsibility for their own actions.

Coping with bullies

This is a moral issue which affects our way of thinking in much broader areas than education. A small number of children are bullies. The circumstances mean that they can derive some benefit from bullying. If those particular children were not bullies, then others would be. It is our responsibility to understand what the bullies gain, and to provide ways of ensuring that they cannot benefit at the expense of others, and if possible that they can satisfy their needs without bullying. But this is not to be seen as an excuse for an individual who bullies. Of all those who might be bullies, some are and some are not. It is a matter of individual praise or blame whether a particular child is or is not a bully.

If we aim at an understanding of what makes bullies in terms of the causes of bullying, whether that is in terms of home background, parental treatment, or school ethos, then we effectively remove responsibility from the individual child. To see a child as the determined product of influences, whether those influences be hereditary or environmental, is to dehumanise them. It goes against the principle that each individual must be seen as an end in themselves, and not a means to an end.

Conclusion

Our purpose as educators should be to understand the circumstances in which people act, so as to be able to provide the conditions in which they can be good. Just as taxes help farmers to be public spirited rather than selfish, so we must attempt to structure the rewards which are available from education so that the actions of

children are society orientated rather than purely egocentric. To this end we must use whatever scientific tools are available to us, and I have outlined some techniques from operational research which could be used in this way. Our thinking must draw positively on our knowledge of education, science and morality.

All of which takes me back to my starting point. The World Education Fellowship, the progressive education movement, and Unesco all started from such a potent confluence of ideas. Somewhere in the last forty years it has fallen down on the job. It is difficult to say exactly why. But the most obvious reason is that we have failed to keep up with that original promise. Mass education systems have been successfully instituted, international cooperation has grown apace. As a result of those successes, new problems have been produced, and progressive educationists have, quite frankly, failed to develop a distinctive understanding of those problems. We are tied by a common history of good intentions and good practices, but this is not enough unless we can also promote a theoretical understanding of moral dilemmas which address the conditions which prevail today.

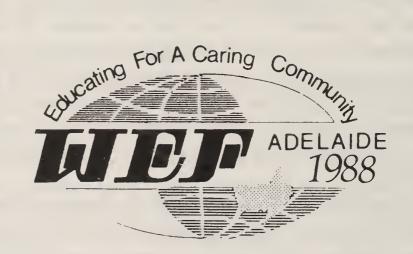
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- 5. D. A. Turner, "Problem-Solving in Comparative Education", in *Compare*, Vol. 17, No. 1, 1987.
- b. For empirical data to test these hypotheses I am indebted to the U.K. National Children's Bureau for use of information from the *National Child Development Study*, 1958 Cohort. This provides information as to the subjects taken for O-level or C.S.E., and eventual income at age 22. For both boys and girls separately I divided the children into four groups according to their subject specialisation. For example, I grouped all children studying mathematics and at least two other sciences under the heading of "scientists". The classification of specialisations was "scientists", "linguists", "technical/commercial" and "miscellaneous".

Although in all groups boys earned considerably more than girls, other differences between the sexes were very striking. Of all girls, those who studied science were the best paid, though the range of risk was greatest for girl scientists too. In contrast, on average, boy scientists were poorly paid, though the range of risk was correspondingly narrower.

These results are astonishing in that they appear to be in direct conflict with what one would normally expect.

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THE WORLD EDUCATION FELLOWSHIP

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Pioneering Progressive Education:

The World Education Fellowship in Australia and The World 1915–87

Yvonne Larsson

Abstract

This article traces the origin and development of the World Education Fellowship from 1921 to date with special emphasis on the work of its Australian Section, founded in 1925. The aims, principles and practice of an evolving organisation which was at the forefront of the progress of education in both theory and practice for many decades are charted by the author over the past 66 years in two parts: Part 1 deals with the development of the WEF (formerly NEF) and Part 2 with the activities of WEF's Australian section within the overall scene. Recurrent themes are WEF's role in fostering progressive schools and pioneering new educational developments, the importance of the international conferences sponsored by WEF from 1921 to date, the importance of key pioneers in education such as Beatrice Ensor and Winifred West, the continuing links between WEF and UNESCO in promoting education for international understanding, and the importance of the individual in the educational process. In this, the author reveals both the perennial and changing nature of WEF's concerns, and those of the international community of educators it has served and nourished.

PART 1 ORIGINS OF THE WEF AND "THE NEW ERA"

The New Education Fellowship was founded by Beatrice Ensor and a group of her friends in 1915 and was then known as the Fraternity in Education. From the first, it was an international movement designed to gather together in fellowship those who believed that the problems threatening civilisation were basically problems of human relationships that had their source in the individual. It followed that because the individual was the first concern of education, it was "the supreme task of the homes and schools to provide men and women responsive to the new demands of a changing world"

The New Era magazine was first published in 1920, and in 1921 the Fraternity organised its first international conference at Calais, France. It was there that the title New Education Fellowship (N.E.F.) was adopted. Amongst the pioneers in education who gathered together for that conference were Dr. Elizabeth Rotten, who was already working in the educational

field on behalf of the League of Nations Union, Dr. Adolphe Ferrière of the Bureau des Ecoles Nouvelles, founded in 1899, and Dr. Ovide Decroly, originator of the Decroly Method. Dr. Rotten and Dr. Ferrière were appointed Bureau Directors, Beatrice Ensor, Organising Director and H. Baillie-Weaver, Chairman. It was decided also to start two new magazines that were associated with *The New Era*. They were *Das Werdende Zeitalter* and *Pour L'Ere Nouvelle*; edited by Dr. Rotten and Dr. Ferrière respectively. Subscribers to any of these magazines were *ipso facto* members of the New Education Fellowship.

Principles and Aims of the Fellowship were established at the Calais Conference. (See *New Era Vol.* 67, 1986). They were refined subsequently as follows:

Principles

- 1. Education should equip us to understand the complexities of modern social and economic life, safeguarding freedom of discussion by the development of the scientific spirit.
- 2. It should make adequate provision for meeting the diverse intellectual and emotional needs of different individuals, and should afford constant opportunity for active self-expression.
- 3. It should help us to adjust ourselves voluntarily to social requirements, replacing the discipline of fear and punishment by the development of intelligent initiative and responsibility.
- 4. It should promote collaboration between all members of the community. This is possible only where teachers and taught alike understand the value of character and independent judgment.
- 5. It should help us to appreciate our own national heritage and to welcome the unique contribution that every other national group can make to the culture of the world. The creation of world citizens is as important for the safety of modern civilisation as the creation of national citizens.

Aims

1. To introduce these principles as far as possible into the existing schools, by the methods best calculated to give full effect to them, and also to establish

- schools for the express purpose of putting them into practice.
- 2. To promote closer co-operation between the teachers themselves throughout the different grades of the profession and also between the teachers and the parents in all types of schools, and
- 3. To promote relations and a sense of solidarity between teachers and others of similar educational ideals in all countries of the world by the organisation of an international congress every second year and by the publication of international magazines in English, French and German.

The organizers of this New Education Fellowship sought to establish a very elastic association which could be adapted to the idiosyncrasies and methods of each individual country.

In practice, these principles were accepted as meaning equality of opportunity for all children, active learning based on understanding, creative education, and social education where the life of the school was integrated with the community and youth organisations. Furthermore, it was believed that discipline should be rooted in the child's needs and with consideration of the child's views. Teachers should be well-qualified, free from political pressure and able "to use initiative and creative thought in adapting their work to their children and to their community".

Organization of the NEF

Originally, the three Directors — Ensor, Rotten and Ferrière — formed an Executive Committee responsible to the International Council. The Council's brief was to meet only at the time of international conferences and was composed of the elected representatives of sections and editors of associated magazines. However, by 1929 as a result of the rapid growth of the Fellowship and its increased responsibilities, it was necessary to appoint a Consultative Committee that could meet more frequently than the International Council and assume greater responsibility. The Consultative Committee was made the Governing Body of the Fellowship in August 1931. The Council, nevertheless, continued to act as an advisory body. By 1936 the Fellowship had fifty-two national sections and groups and twenty-three magazines in fifteen languages. The Fellowship acted as a "permanent working laboratory in which new developments in educational thought and practice in different lands can be exhibited and discussed throughout the world".

The Fellowship did not impose a centralised plan upon its national sections, but left it to them to work out their common objectives and concepts "in terms of their local culture and the natural bent of their people". The principles drawn up at Calais, nevertheless, provided guidelines. But the Fellowship encouraged an open forum and was concerned with continuous research into the nature of education and its practical application.

Beatrice Ensor

At the national level, certain schools promoted the progressive ideas of the Fellowship and at the international level, conferences provided a focus for educational experimentation and discussion. Beatrice Ensor's role was important in both aspects. She had trained as a domestic science teacher and for a time taught domestic science at a training college in Sheffield. Then she was appointed by the Glamorgan County Council as an inspector of girls' and women's education. Early during the First World War she transferred to the Board of Education as an H.M. Inspector of Schools (H.M.I.) for South West England, with girls' education her main concern. As an Inspector the narrowness of education and the regimentation in schools appalled her. The required passivity of the children enforced by corporal punishment and the acquisition of factual knowledge by rote learning were contrary to her belief that within each child there was a spark of the universal life with immense potentialities needing the right atmosphere and stimuli to develop. It was through her work with the Theosophical Educational Trust and her subsequent resignation as H.M.I. that led to her close association with St. Christopher School, Letchworth. Amongst its objectives were that there should be "a thorough, allround preparation for real life" and that an international outlook should be fostered. It was believed also that the school "must help the child to grow up with a real freedom of mind and spirit". Yet "service to the community" must not be neglected. Arts, crafts and music were important components of the curriculum although academic subjects were not neglected. Beatrice Ensor lived at St. Christopher School from 1919-1925. She was closely associated with the running of the school whilst her husband, Robert Ensor, was Business Manager. In 1925 her husband's position at the school was terminated and Beatrice Ensor left and, together with Isabel King, who had been headmistress of St. Christopher School, established Frensham Heights, a co-educational school in Surrey. There, the principles of the New Education Fellowship were put into practice.

Pioneering Progressive Schools

The educational objectives of the Fellowship also influenced others in founding schools. Leonard and Dorothy Elmhirst, for example, founded Dartington

Hall School in September 1926 with the Fellowship's principles providing a clear focus. Generally, the distinctiveness of the early Dartington was felt to reside in the emphasis on the arts and crafts, upon projects and non-academic subjects, upon ideas about selfexpression and self-government, and upon the availability of the estate as an essential part of the school's first educational purpose. The school's first headmaster, Wyatt Rawson, was influenced in his ideas on the education of children by Rudolf Steiner and Elizabeth Rotten, both of whom he had met in Germany. His association with N.E.F. began in 1921 and his attendance at their early conferences (Calais 1921, Montreux 1923, Heidelberg 1925, Locarno 1927, Elsinore 1929, Nice 1932) brought him into contact with the leading educational pioneers and philosophers of the age. Among them was Jung, of whom Wyatt became an ardent disciple. Unfortunately for Dartington Hall and the Elmhirsts, Wyatt only stayed at the school for two years. He became Assistant Director of N.E.F. after the Fourth World Conference at Elsinore in 1929. Wyatt had, however, found Dartington Hall a difficult place because unanimity of outlook on the staff was rare and there ocurred many clashes of ideals and temperaments. Despite its many problems, Dartington Hall School survived those critical years; its reaction against the stereotyped character-moulding of the traditional Arnoldian Public School (with its Sport, Classics, Chapel and Projects) provided an environment where the child could be afforded the maximum opportunity for unhampered development.

Although Salem School in Germany (1920), Gordonstoun in Scotland (1934) and Atlantic College in South Wales (1962) formed a marked contrast to Dartington Hall, the founder of those schools, Kurt Hahn subscribed to the educational philosophy of Adolphe Ferrière, one of the founding directors of N.E.F. Hahn believéd, as did Ferrière, that children should have opportunities for self-discovery, be trained to use their imagination and that the sons of the wealthy and powerful should be freed from the enervating sense of privilege. Hahn also believed in the concept of service to the community and internationalism. A feature, for example, of Atlantic College is that students are prepared for the International Baccalaureate examination and, therefore, are not restricted to university entry in any one country.

Prewar International Conferences

The institution of international conferences brought together N.E.F. members from all over the world. Fifty nations, for example were represented at the Seventh

World Conference of the New Education Fellowship that was held at Cheltenham, England in July/August 1936 and among the personalities who attended were Kurt Hahn (Gordonstoun), Robert Birley (Charterhouse) and Dr. Susan Isaacs (London University). Appropriately the conference was entitled "Education and a Free Society". Notable absentee nations were Germany, Soviet Russia and Italy. Sir Perce Nunn of the University of London gave the keynote address. He looked upon "new education as a necessary revolt against the 'ever-increasing mechanization of life', as something of a return to the Greek view of the wholeness of life, enhanced by nearly 2000 years of Christian experience and illuminated by great advances in the sciences." There was particular concern about the propagation of cultural values and the effect of Nazism and Fascism on the aims of N.E.F. And so it was that at the Cheltenham conference, N.E.F. members recognized openly that as educationists they could no longer ignore the controversial issues of the social and international order. It was expressed clearly that unless the adult world could be radically transformed, it would stultify all the best efforts at educating the young.

The Eight World Conference of the Fellowship was held in July 1941 at Ann Arbor, Michigan, United States of America. Two thousand delegates attended and its theme was established in the address by Nelson A. Rockefeller, who stated that "this international conference of the N.E.F. offers one means by which we can build democracy in our Western Hemisphere". Of most importance therefore, at that conference was the discussion of reconstruction in post-war education and how to regenerate faith in education. Mr Edward C. Lindemann of the New York School of Social Work saw it in this way:

"We educators must move closer to the technicians on the one hand and to the moralists on the other. The technicians will determine the methods we are to utilize in building a better world, and the moralists will tell us what ends and values are to be sought. Education includes both."

The Children's Charter

The 1941 conference also laid the basis for the Children's Charter Conference that was organised by the International Headquarters and the English Section of N.E.F. in April 1942, London. The conference was well supported; it comprised representatives from nineteen Allied countries, delegates from the major educational institutions and from Education Authorities in widely separated areas in England, Scotland, Wales and Northern Ireland. The Rt. Hon. R. A. Butler, M.P.,

President of the English Board of Education and author of the influential 1944 Education Act, delivered the opening address.

The clauses of the Charter were as follows:

- 1. The personality of the child is sacred; and the needs of the child must be the foundation of any good educational system.
- 2. The right of every child to proper food, clothing and shelter shall be accepted as a first charge on the rescources of the nation.
- 3. For every child, there shall always be available medical attention and treatment.
- 4. All children shall have equal opportunity of access to the nation's stores of knowledge and wisdom.
- 5. There shall be full-time schooling for every child.
- 6. Religious training should be available to all children.

Post-War International Conferences

N.E.F. (International) was also concerned about postwar educational planning and held a conference at the Friends' International Centre, London in December 1942 to discuss "The Social Aims of Post-War European Education". The position taken was that there must be respect for the social security of the common man. But as was pointed out at the Nottingham Conference held a few months later, the very seclusion in which educationists tended to work kept them apart from other elements in society having like purposes, for example, trade unions, co-operative societies and progressive political groups. It was believed that if membership of N.E.F. was extended to include such bodies then there could be mutual benefit of the individuals concerned and of progressive education generally.

Later international conferences were more relaxed, and since 1949, mornings were spent in creative work in one of the arts under the guidance of skilled artists. The aim, in fact, of the summer conference held at Bishop Otter College, Chichester, Sussex in August 1951, was to give members an opportunity of creative experience in small groups. It also provided the opportunity for Mlle. Hamaîde, of L'Ecole Nouvelle, Brussels, to demonstrate Dr. Decroly's work. This same approach was used also at the Thirty-second International Conference held in the Netherlands at Utrecht, on "Who needs the Art?" WEF Chairman Malcolm Skilbeck's 1 address highlighted a number of questions concerning the arts in education, their aims and purposes, and their place in the school curriculum. He regretted the fact that so often in official circles the arts were not seen as a necessary part of the basic education for everyone. He considered the conference could provide the momentum for a renewal of interest of the Fellowship in the arts

in general education and ensure that the arts did achieve their place in education so that all might benefit. The arts as a transcultural medium also featured strongly in the programme of the recent WEF conference at Bombay (1986), presided over by WEF President, Dr. Madhuri Shah.

PART 2 AUSTRALIA'S ROLE IN THE WEF

The Australian sections were always well represented at the international conferences. Miss Newton Russell (N.S.W.) for example, attended the 1929 conference held at "Elsinore", Helsingør, Denmark. Mr Cyril Hillary from Western Australia had represented his country as a delegate on the Drafting Committee that formulated the Children's Charter. Mrs Barbara Lovas of New South Wales had attended the Chichester, Sussex conference in 1951. At Askov, Denmark in 1953, Australian representatives included Mr Donald McLean, Honorary President of the New South Wales section and Editor of New Horizons, the Australian journal, Mrs Clarice McNamara from the Federal Council of N.E.F.², Dr. E. H. Penizek from the Launceston group, Mr Ted Stewart, Western Australian section, and Miss M. Piddington, Queensland section. On the delegates' return from the conferences, many ideas were applied in Australia. Mrs Lovas, for example, had promoted the idea of Summer Schools in the arts after her attendance at the Chichester conference. The creative activities at those Summer Schools broke down the barriers in communication that some people experienced in a group situation. The success was apparent, for example, at the Summer School held in Morpeth, New South Wales in 1964–65. Of the 133 members of the school, twenty-one were Colombo Plan and Commonwealth Scholarship students from British Solomon Islands, Burma, Indonesia, Phillipines, Pakistan, Malaysia, Nigeria and Papua New Guinea. There were also Europeans from many countries, an American and two part-aboriginal girls. The activities included drama which formed the largest group, photography, art of speaking, pottery, painting and sculpture.

Origins of WEF (Australia)

The origins of the New Education Fellowship (or the World Education Fellowship as it was called from 1966) in Australia dated initially from the meeting in March 1925 of Mary Lamond, a young teacher from Scotland, Frank Mauldon, F. A. Bland, Bishop Bergmann and Clarice McNamara² (then Irwin) at one of ten early summer schools of the Workers' Educational

Association (W.E.A.) at Newport, Sydney. Although the first committee was not formed until June 1926, there had been contact with International Headquarters in London through the then General Secretary, Miss Clare Soper.

In April 1925, Clare Soper wrote: "We are delighted to hear that you have got together a little group of folks interested in the new ideals of education. I will send you out leaflets from time to time and sample copies of The New Era for circulation freely". In this letter reference was also made to a Mr A. Wiltshire, a keen member of central N.E.F. in England, and Mr G. Firebrace, a new arrival from England, who set up a school embodying the ideals of the Fellowship. In other letters there was reference to Dr. Armstrong Smith, who had conducted experimental work in education in England and then come to Sydney to live, and Mary Sheridan a psychologist from England who realised the need for re-educating adults before much could be accomplished in improving child education. Not only did Mary Sheridan establish the Australian Psychology Centre, but also she set up Sydney's first progressive school — Quest Haven at Mona Vale. It was the influence of these people in Sydney who were instrumental in helping to build the first group.

In March 1926, Mr D. J. Hayes, Inspector of Schools, Taree, contacted Miss Soper about Fellowship publications and his interest in promoting them amongst the 2000 teachers in his district. It was as a result of Mr Hayes' letter that Miss Soper suggested he establish a link between his country teachers with the city in promoting the aims of N.E.F. In May 1927 Professor Ernest Wood gave a series of lectures on the principles of the Fellowship. The lectures were held at Fraser House, the headquarters then of the Teachers' Federation, N.S.W. Other lectures were given by Mr K. Barton, Professor Mackie (President of the first N.E.F.Group) and Dr. Gilbert Phillips. The group of N.E.F. supporters continued to function in 1927 and 1928 with Mary Lamond acting as Honorary Secretary. Discussions centred on new methods of education and care for handicapped and slow-learning children for whom in those days little was officially done.

The "Education for Complete Living" Conference

In August-September 1937, the most important educational conference that Australia had ever known was held in the capital cities of the various States. The conference entitled "Education for Complete Living, the Challenge of Today" was held under the auspices of the N.E.F. but organised throughout Australia by the

Australian Council of Education Research (A.C.E.R.). Dr. K. S. Cunningham, then Executive Officer of the A.C.E.R., attended the 1934 N.E.F. Conference in South Africa and was so impressed by it that he suggested holding a similar kind of large-scale conference in Australia. N.E.F. Headquarters in London co-operated actively in arranging for a most distinguished body of twenty-one speakers to form the visiting conference team.

Among the delegates to the Australian Conference were Dr. Cyril Norwood, formerly Headmaster of Harrow but then Master of St. John's College, Oxford; Mr E. Salter Davies, Director of Education for Kent; Dr. E. de S. Brunner, Professor of Education, Columbia; Dr. Susan Isaacs, Head of the Department of Child Development, University of London; Yusuke Tsurumi, one of Japan's leading thinkers and an authority on Japanese affairs; Mrs Beatrice Ensor, Chairman and Organising Director of the Fellowship; Laurin Zilliacus, World Chairman of N.E.F., and representatives of India, Russia, Denmark, Finland and the League of Nations.

The key speech of that conference, delivered by Dr. Cyril Norwood, set up the promotion of good citizenship as the true aim of education. The lectures that followed ranged widely, education and world affairs, the "new outlook" in education, education and social problems, rural life, administration, research and teacher-training, examinations, curriculum, adolescent adult education, the University, and the psychological and mental life of the school child. To Clarice McNamara "it was a high-powered exciting, challenging conference, attracting more attention to the important aims, theories, practice and problems of education than ever before in Australia's history". To Sir Harold Wyndham (formerly Dr. H. S. Wyndham, Director-General of Education, New South Wales Education Department and at the time of the 1937 conference one of a team of high-level officers attached to Australian Education Departments, who acted as secretaries of the local committees to organise the conference in each State) it was a focal point for the reconsideration of the aims of education.

Outcomes of the 1937 Conference

The proceedings of the 1937 N.E.F. Conference were presented to the public in one large volume edited by Dr. K. S. Cunningham and Mr W. C. Radford. Entitled "Education for Complete Living", the contents of the book covered the widest possible range of subjects from Physical Education and The Emotional Life of the Pre-School Child to Libraries and Citizenship and Rural Trends the World Around. The main addresses of all

the overseas visitors and sections on pedagogical technique were included. However, one of the most positive outcomes of the conference was that within a few months, new sections were formed in every Australian State and later in the Australian Capital Territory. But the conference provoked no education revolution despite claims that the varied needs of individual pupils were being catered for. Certainly there was interest in the ideas of progressive education, such as child-centred schools and the introduction of integrated subjects, especially social studies. The most innovative changes generally took place in the private educational sector although a few State schools took initiatives, also, to introduce changes in accordance with N.E.F. principles.

One of the State schools that was innovative was Melbourne Boys' High School which had over 1,000 pupils. The decision was taken by the headmaster, in conjunction with the Victorian Department of Education's approval to introduce a new subject called Cultural Relations which was viewed as an alternative to foreign languages. It consisted of a study of the manners, customs, prominent personalities and contributions to the civilisation of France, Germany, Italy, Japan and the U.S.S.R. A special reference library was established for the course.

In New South Wales there was some criticism of the conference in terms of its undermining the authority of established institutions. However, its champions were both vocal and influential. Professor John Anderson of the University of Sydney's Philosophy Department recognised the importance of teacher initiative in curriculum development rather than adherence to fixed syllabuses. He considered that if the teacher's initiative was checked, the child would simply have views forced on him and would have no opportunity of developing initiative and responsibility. It was crucial, therefore, that the new educators who were "so keen on freedom for the child" should not impose limitations on the freedom of the teacher. Anderson, nevertheless, disagreed with the view that examinations should be abolished. In his opinion, examinations were a stage in learning; they trained the pupil "to arrange his views and present a case" and furthermore to him this was especially important, "if, as has been maintained, education is fundamentally a training for political activity".3

Winifred West

Winifred West, Headmistress of Frensham School, Mittagong, New South Wales and a foundation member of the New South Wales section from its inception in 1937, did not consider education as a training for political activity. She had a view of education as being

come to Australia from Frensham in Surrey in 1907 and although she returned to teach in England, she came back to New South Wales in 1912 and founded Frensham, a boarding school for girls in 1913. After her retirement she established, in 1941, Sturt, a group of workshops and an association for the teaching and production of arts and handicrafts, also at Mittagong. Frensham and Sturt developed as a working exemplification of Winifred West's ideas and ideals. She saw the desirability of bushland surroundings where children could learn from their environment. She stressed the importance of Australian children learning to take their place in a larger world as Australians. Above all, her ideal was service - to the school, to neighbours, to the community, to the world. Winifred West also stressed the importance of creative activities and participation in the arts. It was at Frensham and Sturt that the first of the N.E.F.'s Annual Summer Schools of Creative Arts was held, and the success of that first important new project was undoubtedly due largely to the generous help and co-operation of Winifred West. The creative side of educational experience was very important to Winifred West. She was concerned about the waste of undeveloped talents and unexercised faculties and perceived that most schools neglected the development of the whole person. At Frensham, Winifred West encouraged aesthetic and social training as well as book-learning. Many clubs were in operation at the school and the Current Events Circle directed some of the most important activities of the school. The staff who taught history, geography and economics were kept busy directing the reading, map-making or chart-making necessary for an intelligent grasp and presentation of current affairs. But perhaps the most important contribution of Frensham to educational thinking and to the upholding of N.E.F. ideals was that there should be "intelligent co-operation between all those who are working for the child — the parents and the administrative and teaching staff of the school — co-operation for the child and with the child; the importance of freedom for every member of the community to make her contribution to the whole, such active freedom providing the best training for citizenship in the larger world . . .

adaptable to changing circumstances. Like Beatrice

Ensor, Winifred West was a woman of vision. She had

"Education for International Understanding" 1946

The next momentous occasion for the Australian members of N.E.F. was the country hosting the international conference for the organisation. It was called "Education for International Understanding" and lasted

for over a month, from 2nd September to 12th October, 1946. The Governors of the States acted as patrons of the conference and the State Premiers as Presidents. Government House receptions and civic welcomes were arranged for the visitors.

The overall organisation of the 1946 conference came under the Australian Federal Council of N.E.F. which was formed in 1944 in Melbourne. Its first President and Honorary Secretary came from South Australia and were respectively Mr E. Allen and Dr. Rupert Best. Despite fearsome post-war difficulties, Rupert Best managed almost single-handed to bring sixteen leading educationists from the United Kingdom, Holland, France, Poland, U.S.A., India, Czechoslovakia, Pakistan and China. Mr J. Clive Nield, Lecturer in Education, the University of Sydney, recalled the occasion in Sydney:

"Four thousand people thronged the lecture-theatre in the University, often in several parallel lectures; four thousand (largely different) members were gathered together in the 1946 international conference."

There was an air of excitement at the conference that was generated by the overseas delegation led by Dr. Joseph A. Lauwerys, Deputy-Chairman of the International N.E.F. and also a U.N.E.S.C.O. representative. His theme was "the need for an open society capable of changing". But for many there was the feeling that education as it existed had failed because it perpetuated a strictly formal relationship between teacher and pupil and that what was learned had little relationship to serious living. There was denunciation of teacher domination of subject-matter, procedure of learning, and discipline. Inspiration for reform came from some remarkable educationists but it had little effect on the centrally controlled State systems of education. The feeling for many of the audience was that the optimism expressed at the 1937 conference had not reached fulfilment in educational change. Yet for others, such as Mr K. G. Saiyidain, Educational Adviser to Rampur State and Member of the Indian Delegation to U.N.E.S.C.O., any movement which tried to "strengthen the defences of peace" deserved the fullest support. The success, therefore, of the N.E.F. conference lay in its pre-occupation with an examination of those conditions that would bring about a peaceful environment. The "peace mentality" needed to be strengthened in children and adults. Rupert Best felt the conference had succeeded in its two primary aims, that is "to bring together some of the world's leading educators for the discussion of major educational problems, and to stimulate and educate public opinion on the major problems of our time.

Post-war visits and conferences

The pessimism expressed by some of the audience in 1946, particularly in Sydney, was changed to an optimistic note in 1949. In that year as a result of the cooperation between the Australian Council and International Headquarters in London, a small team of three educationists was brought to Australia. From the U.S.A. came Professor and Mrs Carleton Washburne of Winnetka, and from England came James Hemming. The occasion was recalled by Clarice McNamara:

"It was the young James Hemming who was the sparkling success of the team. His enthusiasm and fresh approach to educational psychology and to life in general, his clear pleasant voice and his way of communicating as if personally with huge massed audiences, made a very deep impression in us all, and we saw that here was a fine internationally-minded, compassionate person as well as a first-class educationist."

Another stimulating event in the history of N.E.F. in Australia was the Commonwealth Jubilee Conference, which opened at Brisbane, Queensland on 31st August and was concluded in Hobart, Tasmania on 31st October, 1951. The nine weeks' tour of Australia was organised by N.E.F. aided by grants from the Commonwealth and State Governments and with the co-operation of universities, education departments and teachers' unions throughout Australia. The subject of the conference was "Education in a Changing World" and the three overseas speakers invited were Dr. Margaret Mead, the eminent anthropologist and sociologist from the U.S.A.; Mr H. C. Dent, Editor of The Times Educational Supplement; and Mr David Jordan, principal of a leading British teachers' training college. The President of the N.E.F. Federal Council, Mr Charles Bull, accompanied the overseas speakers on their tour. Of the visitors, it was Dr. Mead who gave purpose and social perspective to the conference. Her sessions unified the audiences and stimulated people to consider their individual functions in a living and changing society. In Mr Bull's view the conference, which was an educational and financial success, increased the prestige of N.E.F. in Australia and brought the function of education vividly before politicians, educators, parents and citizens. It illuminated "educational issues without impairing a proper sense of the solid achievements of Australian education."

"The Teacher and His Work" 1953

A reassessment of N.E.F.'s role internationally was undertaken in 1953 at the conference, "The Teacher and His Work" held in Askov, Denmark, 2–16 August. This Australian delegation had met initially in Copenhagen in July (20–30 July) 1953 with twenty-six delegates from

fifteen countries to complete the final programme for the Askov conference. They concluded that "the mechanics of education—the teachers, the parents and the administrators—are not aware of some of the subtleties of human relationships which govern effective learning and optimum growth."

Dr. Laurin Zilliacus, Chairman of the N.E.F. Conference, Askov, restated the philosophy of the New Education Fellowship. It was "founded on the idea of fellowship that cuts across boundaries and embraces the whole world, and the idea that Education is not a finished job, the humble attitude that new and better things in education are necessary and will no doubt always be necessary." There was the reassertion also that "through creative activity the individual not only *finds* himself, he reconstructs his own personality and *becomes* himself, a unique being."

Ben Morris, the Scottish-born Director of the National Foundation for Education Research (London) took up the issue further and declared that "the origins of wars lie as much in men's hearts as in their heads, and the maladjusted individual is a danger not only to himself, his family and his own society, but to the fellowship of mankind." He believed that mental health was the fundamental aim of "both intellectual and emotional education." Morris had a particular role to play at the Askov conference. He suggested, as Clarice McNamara recalled, "that we should behave less formally than at most international conferences, dispense with ordinary business procedure, talk out our common problems in a frank, human way, and be satisfied at the end with a report containing a few points on which we could all agree." This new technique was based on the experience of the 1951 International Conference held at Chichester and of the 1952 conference of the sections in England and New South Wales. The aim was for teachers to find re-creation which was especially important for people who spent their working lives in giving out information and adjudicating between right and wrong in pupil response. Essential to re-creation was a shared experience of painting, music, or some other art.

Parent education

Arising out of the Askov conference was a very important document, the International Council Memorandum on Parent Education. It was also agreed that the isolated lecture or lecture series, in which the listeners did not participate, was limited as a method of changing attitudes or promoting understanding. A better method for parent education was the small, informal discussion group where the role of the "expert" was that of guide and informant, not lecturer. It was also suggested that

N.E.F. sections, throughout the world, should, where possible, work in close relationship with their U.N.E.S.C.O. National Commissions to obtain support for the International N.E.F. proposal that U.N.E.S.C.O. sponsor pilot projects in parent education in certain areas. Clarice McNamara, in fact, made parent education one of her special projects when she returned to Sydney.

Developments in the 1950's and '60's: From NEF to WEF

N.E.F. in Australia continued its close links with International Headquarters and overseas speakers enlivened proceedings for members throughout the 1950's, 1960's and 1970's. In 1959, for example, Dr. Peggy Volkov, then Executive Officer, International N.E.F., London, and Editor, *The New Era*, was the guest lecturer who visited and talked to sections and groups throughout Australia. Membership of the N.S.W. section in that year of Dr. Volkov's visit was 401 and there were branches at Armidale, Newcastle and Wagga.

The success of Dr. Volkov's tour was followed by that of Professor Ben Morris, Director, Institute of Education, Bristol University in 1960. In his tour of Australia he endeared himself to all N.E.F. audiences, and indeed to the nation through his Australian Broadcasting Commission (A.B.C.) Guest of Honour Broadcast which reached the whole of Australia.

There followed a period of consolidation and the publication by the Australia Federal Council of Particular Aims in Education in Australia in the 1960's which included progressive reduction of class size, extension and improvement of school offerings, of education of teachers, of co-operation between home and schools, of human relations, and better school facilities. It also appointed a representative on the U.N.E.S.C.O. Australian Sub-Committee on exchange of information between Australia and the countries of South-East Asia. The New South Wales section also organised an International Education Conference on "The Winds of Change in Education". It was held in September 1962 and was attended by 500 members with speakers from England, India, the U.S.A. and the Phillipines. The section co-operated with the N.S.W. Youth Policy Advisory Committee on a report for submission to the N.S.W. Government on the in-service training of teachers and mental health in education. That year also saw the founding of the Dwarak Fund by former N.S.W. N.E.F. President, Donald McLean. The purpose of the Dwarak Fund was to provide scholarships for young Indian boys and girls who could not afford to continue at school or at tertiary level studies.

In 1969 James Hemming returned to Australia to participate in the International Lecture-Discussion Series: "Education for the 1970's: Social Change and Social Conscience". There were splendid audiences in all World Education Fellowship (W.E.F.) Centres to hear Dr. Hemming speak and, also the other members of the team, Professor Lucile Lindberg (Queen's College, New York) and Dr. Pedro Orata (Phillipines). The change of title from N.E.F. to W.E.F. occurred in 1966 at the International Conference, Bishop Otter College, Chichester, England. It was considered that the "new education" which gave the organisation its name in 1921, was accepted in principle by educationists in most countries, and that the international aspect should be emphasised.

World Studies in the 1970's

In 1971, Dr James Henderson, World Chairman, W.E.F., visited all Australian State sections and branches as their guest. A major theme for Dr. Henderson was the educational significance of history, with its related issues of World Government and International Affairs, as well as questions such as conflict, law and order and prejudice.

In the 1970's there was a great deal of interest expressed in World Studies. Included in The New Era was the World Studies Bulletin originally started in 1970 by James Henderson who was followed by David Bolam as editor and then by Robin Richardson, Director of the World Studies Project. A publication of that project was an experimental handbook Towards Tomorrow. However, a recurring criticism from teachers who trialled the handbook was that it oversimplified the conflicts and controversies of the modern world. There was concern that the influence of social/cultural traditions and patterns, heredity, and social/psychological determinants of behaviour were dismissed rather lightly. Many teachers at the time were in the midst of developing general humanities courses, such as Social Studies, Social Education, and Integrated Studies as well as teaching some aspects of World Studies. They felt such studies, including World Studies had an important place in the modern world, but emphasised different aspects, according to their understanding of these studies, and the needs of the school. There was concern expressed also of the tension existing between the view of the teacher as an impartial and neutral chairman, and that of the teacher as an educationist committed to certain universal values and ideals that he/she felt should be understood and embraced by all.

Despite setbacks in World Studies programmes in schools, W.E.F. members retained a strong conviction that new initiatives in education were vital to the future

of the world. One of the problems manifested was the failure of schools to provide a relevant and satisfying experience for their pupils; another was the dominance of masculine values in education and in national and world affairs. The international conference "Innovations in Education for a Fuller Life", held in Bombay, India in January 1975 re-awakened delegates to these issues and others. The challenge to the conference, particularly by Robin Richardson in his address "The Changing World and Changing Schools" was that delegates should adopt a global view and consider the injustices and inequalities that did not allow many people in the world to have a "full life".

The international conference held in Australia in 1976 (23-30 August) at Macquarie University, Sydney took up the challenge in its theme "Living Education: Here . . . Now!" The first part of the Sydney conference was taken up by visits to educational establishments, some outside Sydney. The need for public involvement in educational issues was one of the main thrusts of the conference. It was emphasised that child, teacher, parent and community should form a dynamic network of relationships and purposes from which all were learning. Section reports at the conference was delivered by representatives from Australia (Lady Anna Cowen, President of the Federal Council), Belgium, Canada, Chile, England, Germany, India, Japan (a booming organisation with eight hundred members, of whom forty-seven were at the conference), New Zealand and South Korea.

The New Era in the 1970's and 80's

Following on the distinguished editorships of Beatrice Ensor and Peggy Volkov, *The New Erà* was reorganised under Dr. Anthony Weaver in the 1970's to include a 10-year partnership with *World Studies Bulletin* (1970–80) and the Goldsmith's College magazine *IDEAS* (1975–85). Dr. Weaver urged section secretaries to persuade institutions to subscribe to the journal.

In 1982 Professor Malcolm Skilbeck, ably assisted by Helen Connell, took over the editorship of the journal and for the next four years sought to widen its readership through the appointment of an international team of associate editors. The present editor, Michael Wright, who took over in late 1985, has continued these efforts, while emphasising the journal's commitment to what is new in education.

Although the overseas editors associated with W.E.F. produced journals with particular contributions relevant to their own countries' needs, it was felt that all readers of *The New Era* were members of a world society and that there were common cultural preoccupations, such as how to balance modernity and technology on the one

hand with traditional beliefs and values on the other. The sharing of common ideals had always been a principle of W.E.F.. The New Era, over many years, has celebrated the work of individual schools and teachers who encouraged children to exercise choices and to develop warm and supportive relationships in a secure environment. In this way it has helped to promote understanding of important educational developments and issues among its readers in many countries.

Education in one world: W.E.F. Conferences in the 1980's

James Porter, Chairman of W.E.F. and Director of the Commonwealth Institute in London, in his lecture at the thirtieth international conference, "Education in One World" (1980) emphasised the dramatic and growing differences between the countries of the world. At the same conference, Miss Betty Adams, Chairman of the English N.E.F., argued for a reform of assessment procedures as vital to the progress of education everywhere. The School of Independent Studies, North East London Polytechnic, headed by John Stephenson, W.E.F. (G.B.) Secretary 1982–86, which involved its students in planning their programmes of study, provided a model for those seeking an alternative to a prescriptive education. (See New Era, Vol. 67 No. 3, 1986).

The theme of Education in One World has been developed in subsequent W.E.F. International Conferences at Seoul (1982) (closing the cultural gap between Asia and the West), Utrecht (1984) (the universality of the arts) and Bombay (1986) (The world-wide importance of the natural and educational environment).

U.N.E.S.C.O links:

Education for International Understanding

The fellowship always maintained a close association with U.N.E.S.C.O. In 1947, N.E.F. was recognised by U.N.E.S.C.O. as a non-governmental organisation with consultative status, and in that capacity, the Fellowship undertook various contracts for U.N.E.S.C.O. such as an enquiry into "Communications between Adults and Adolescents". In the Sexennial Report prepared by Mrs Rosemary Crommelin, General Secretary of W.E.F. covering the period 1970-1975 there was a detailed chronological list of relationships between W.E.F. and U.N.E.S.C.O. There were links established in 1974, for example, between the local W.E.F. secretaries in every country where there was a section of the W.E.F. and U.N.E.S.C.O. It was in 1974 that U.N.E.S.C.O.'s recommendation Education for International Understanding relating to Human Rights and Fundamental Freedoms was published and distributed. Jordanhill College, Glasgow, was one such institution that undertook, through the enthusiasm of project director Jim Dunlop, the challenge to provide inservice activity in selected secondary schools in the Strathclyde region in order to implement a substantial part of the U.N.E.S.C.O. recommendation. In the past 10 years W.E.F. President, Dr. Madhuri Shah has consistently supported W.E.F.'s association with U.N.E.S.C.O., and has received the warm support of the Guiding Committee and its Chairman.

Given the conception of the Fellowship within the dark years of World War I and its activity during the interwar years in promoting international understanding through education, it is not surprising that in recent years there has been a resurgence of interest in the international aspect of education and a desire of many W.E.F. members to devise a curriculum for International Understanding and Peace Studies in schools. In the United Kingdom, Dr. Rex Andrews, Dr. Antony Weaver, and Mrs Mildred Masheder, are actively involved in the promotion of peace education.

In Australia the promotion of peace education was an integral aim of N.E.F. and later W.E.F. In 1939, Dr. Maria Montessori's article "Peace through Education" was published in New Horizons. The editorial suggested the Montessori article should encourage and enthuse readers by the bold declaration of faith. More recently the paper presented by Professor W. F. Connell (retired Professor of Education of the University of Sydney and a staunch W.E.F. member) for the George Howie Memorial Lecture directed teachers in their thinking of classroom provision in his "Curriculum for Peace Education". Among the general principles that Connell suggested were that teachers should emphasise the kinds of social skills that lead to co-operation, develop critical thinking, and involve pupils in working with persons of other cultures. In New South Wales, peace education tended to be incorporated in history or General Studies. However, Mrs Jenny Burnley at the independent International Grammar School at Ryde, Sydney, devised a workable syllabus in Peace Studies, directed at international understanding and cooperation. The W.E.F. Australian Council, under the direction of Dr. Ray King assisted by the Australian Executive (1984) Roger Wescombe, Dorothy Shackley and Yvonne Larsson, promoted peace education in schools and liaised with the other Australian sections in this respect. To date, the most successful undertaking of Peace Studies in Australian schools has been Victoria where there has been an active promotion of such education by the State Government.

W.E.F. awards

W.E.F. members have always sought ways to uphold the ideals and principles of the organisation to which they belong. In January 1984 the Australian Council adopted the resolution to honour Clarice McNamara by the provision of an award to those rendering service to W.E.F. and its objectives. The first award was made in 1985 to Professor W. J. Campbell of the University of Queensland. Professor Campbell had served as National President of W.E.F. and always vigorously supported that organisation. Clarice McNamara was further honoured when the Australian Government awarded her the Membership of the Order of Australia. Particularly noted was her forty years' continuous executive office with the N.S.W. section of N.E.F. and that she had founded its Parent Discussion Groups programme.

W.E.F. in the present and future

The World Education Fellowship both in Australia and in International Headquarters in London is constantly re-assessing its role in promoting the progress of education in theory and practice amongst teachers, parents, local communities and states. In 1985 the subcommittee appointed by the Guiding Committee at International Headquarters discussed the International Constitution and possible future lines the Fellowship might take. Among its recommendations was the formation of "additional specialised groupings across sections" with the idea of linking together members with like interests in an international network for the dissemination of new information about topics of special interest to those members, yet within the professed concerns of the association as a whole.⁵ The Australian Council supported this idea and proposed that International Headquarters of W.E.F. initiate the formation of educational networks comprising members with shared specific interests in aspects of education. It was believed that such network structures would only enhance W.E.F.'s work and indeed contribute to its aims of aiding "the full and harmonious development of the whole person and through this the development and improvement of the community".

These discussions have formed a background and counterpart to the successful international conferences of the 1980's, and also to the ongoing deliberations of the Guiding Committee and Sections on the principles, aims, and role of W.E.F. in the late 20th century.

W.E.F. (Australia) is currently in the midst of preparing to host the 1988 International Conference in Australia's Bicentennial Year — a cause for celebration for both Australians and members of W.E.F. worldwide.

The World Education Fellowship has certainly been a unique organisation. Its membership has not been limited to educationists but embraced all who shared its aims. Its initiative in setting out to further educational improvement and reform throughout the world has been steadily maintained over the past 72 years. But as current W.E.F. Chairman, Professor Norman Graves has pointed out in a discussion document to the International Guiding Committee recently, its more ambitious aim of promoting lasting peace and international understanding around the world has been more difficult and problematic to achieve than its success in the field of education.

Perhaps the most important role the W.E.F. has played for its members is the unique spirit of *fellowship* which it has nurtured and sustained since its inception, and which will doubtless enable it to survive and flourish well into the future.

Notes

- 1. Professor Skilbeck, an Australian, was then at the Institute of Education, University of London and editor of *The New Era*. He is now Vice-Chancellor of Deakin University, Victoria and President of W.E.F. (Australia), ably assisted by Helen Connell, his wife, as Council Secretary.
- 2. Clarice McNamara, foundation member of N.E.F., New South Wales, became Honorary Secretary of the N.S.W. section and later Honorary Secretary of the Australian Federal Council of N.E.F. Mrs McNamara was sent as an Australian delegate to the 1953 meeting of N.E.F. section secretaries in Copenhagen, and again in 1966 she was a delegate from Australia at the Fellowship's International Conference "Shaping the Future" at Chichester, England. In 1950 Mrs McNamara became convenor of the N.E.F./W.E.F. Parent Education Committee of N.S.W. and held that position for many years. She became also a tutor in Parent Education for the Department of Adult Education, Sydney University, and wrote several books on marriage and child-rearing.
- 3. The Union Recorder, 16 September 1937. Professor John Anderson delivered an address on "The New Education" to the Free Thought Society on 16th August 1937 in Sydney. Professor J. L. Mackie, who was very involved with N.E.F. activities in N.S.W. was Honorary Secretary of the Free Thought Society.
- 4. World Studies was defined by David Hicks (*World Studies Bulletin*, No. 40, November 1976) as studies designed to develop "a generalised ability to perceive the world as a whole and hence to see one's own position in time and space from the perspective of the world system as a whole."
- 5. This idea had first been proposed by Dr. Lisle Crawford (U.S.A.) at the 1980 Conference in London.

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Dr Yvonne Larsson, Senior Lecturer in Education, University of Sydney, Australia, is currently researching a history of W.E.F. (Australia) to be published next year. She is a former editor (1980-83) of New Horizons in Education, the journal of W.E.F. in Australia.

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Towards a Solution of the School Crisis

In memoriam: Dr. James L. Henderson

Hermann Röhrs

Abstract

The author argues from his long experience as a professor of pedagogy that the current crisis in our schools cannot be solved by therapists and social workers, but by correcting the current imbalances in the ethos and activities of the school. This, he argues, can best be done by extending the "outward bound" or "short" schools pioneered by Kurt Hahn, where young people are brought into a "living" school environment related to the everyday world around them for a few weeks at a time. Through the sporting and social activities promoted in these schools, the character of the young people would be improved, to the benefit of themselves and society. These "short" schools would operate in parallel with the more traditional, knowledge oriented, schools whose work they would complement. There are implications for parents, students, teachers and the organization of schooling here, which the author argues should be pursued with urgency. He concludes with a review of some progressive schools which exemplify his thesis in an international context.

Introduction

The dark shadows which the contemporary school casts cannot be ignored. They have a variety of shapes which often take on threatening forms. For example, a great deal of literature has been published about fear at school—from the point of view of the children as well as from that of the teachers. The abnormally high suicide rate among school children in West Germany is a shocking testimony to the severity of this problem. Of these suicides by far the most were secondary school children studying at *Gymnasien*. The many problems with drugs and addiction are another tragic side effect of the problems in our schools. Here too alarming figures have been registered.

The mishandling of children is a problem which does not directly affect the school, but it does directly concern the parents. It has been demonstrated again and again that it is absolutely essential to introduce education as a school subject, which means that it must be rethought in the context of teacher training. Educational training is not exclusively the province of future teachers; it is important for everyone as part of a life-long learning process. In the last analysis it serves as a standard to measure human maturity and the discerning judgement of adult citizens.

Correcting imbalances in schools

It would certainly be onesided to blame the school alone for these problems. As an institution of society it is not better or worse than society as a whole. But the conclusions which one arrives at by means of a critical and objective procedure are significant enough to be spoken as a warning. Our schools are too strongly based on performance standards; they have not been able, except in a few exceptional cases, to adapt these demands to the individual children. Performance and demands have been too onesidedly aimed at intellectual work while neglecting the emotional and social aspects.

There is such a thing as social intelligence, and this is neither recognized nor encouraged in our schools. Many young people have practical talents which are not given any consideration in school organization and curricula. The body is not just the vessel containing the intellect; it has its own value. Sports and sports instruction therefore deserve to play a major role in schools instead of being relegated to a secondary position.

But a very decisive factor for young people's lives and their proper fulfilment is joy — joy at leading a sensible life and at personal success. Our schools are directed far too little at carrying out these fundamentally important tasks, which not only represent a counterweight to performance but must penetrate and uphold it.

Youth homes and "short schools": The outward bound concept

The complex tasks involved with teaching and guiding youth cannot be dealt with by the school alone. In the last analysis the important aspect is the transition from childhood to taking a place as a member of society. Besides youth homes for non-curricular activities and athletics clubs, which fulfil important educational tasks, I consider the "short schools" to be very important. The "short schools" were first developed by Kurt Hahn in England as the Outward Bound Schools, and later in the Federal Republic, where they were called Kurzschulen. Today this type of school exists in most parts of the world, although their numbers are unfortunately still very low. The short school, which could also be called a youth home, brings pupils with different backgrounds together: pupils from different kinds of schools, apprentices, and college students. The courses last six weeks

and take place in homes located in the open countryside so that social aid programs of various types can be carried out. These schools differ from traditional institutions in that they are attended voluntarily during a limited period of time. Their goal is less to teach skills or knowledge than to train character and prepare for life. Their central feature is life-saving: in the mountains, as in the Austrian Tyrol, or on the sea, as in Overdovey, Scotland, at Atlantic College College in Wales, or in Weißensee on the Baltic Sea. In addition, social services are provided in the area around the school. Political instruction based on the experiences of the participants guarantees a common basis for their activities.

Extending the outward bound system

Although these short schools (with a modified program which includes awards for sports and other achievements) can carry out important socio-political tasks, little attention is paid to them in the German-speaking part of the world. For this reason I would like to prompt a discussion on how and in what form the short school system can be extended and made available for all young people.

To do this the central aspect of the six-week courses should be the social and political goals of the knowledge about life which is transmitted, but this could be supplemented in a very important way by sports. The goals in sports for this short school would be the achievement of a basic certificate, the life saving badge, and a sport award. The school would thus receive a secure framework through a social and political programme linked to social aid programmes in the surrounding area.

It would be worthwhile developing a programme of aids for personal development which would deal with the realities of life and the problems of modern society. Physical education and health instruction could represent a central feature, directly linked to sports activities, which would in turn receive their social relevance from a first aid programme. In this context it would be important to pay careful attention to the question of lifelong practice as an individual and citizen. An easily grasped theoretical framework implemented in exemplary form would provide insights about the developmental history of human life.

A system of short schools with mandatory attendance by all young people between the ages of 15 and 18 (regardless of whether they are apprentices or attending school) at four-week-courses which would take place during the school year, could contribute much to society. By granting intensified possibilities for proving oneself it would encourage personality development and maturity. Further desirable courses could be held

during the school holidays. These could be a productive complement to school or work by encouraging character development in a programme based on participatory sports and activities which promote social consciousness.

Unfortunately there are only a few "short schools" in existence, and their influence is minimal. In addition to the establishment of youth homes, which I visited in the Soviet Union last year and which made a great impression on me, I believe that short schools represent a fundamentally important institution for alleviating the needs of today's youth, as long as enough of them are available.

The school as a living environment

In view of the many problems connected with the school as an educational institution today there is often talk of reconciling the school with life. After the radical criticism of the school, which, in the 1970's, led to the demand "Tear down the schools" or advocated integrating the schools into society², greater attention was paid to school models which aimed at developing their own life and activities. With this the educational methods developed by the New Education Fellowship in the 1920's have again become popular, such as Decroly's "L'école pour la vie par la vie", Petersen's "Lebensgemeinschaftsschule" and Ferrière's "Ecole active".

The school as a living environment means providing children with a motivational context for their activities. The school becomes a living environment, the organization and extension of which must be continuously contributed to by the pupils. In this way a school life comes into being with its own atmosphere which encourages committed participation. School life is in general marked by clear divisions which secure its basic nature while guaranteeing interaction with the community and the public. (See previous issue of *The New Era* on "Quality in School Communities")

This occurs by means of periods of reflection and meditation at the beginning and end of the school week and by means of ceremonies and celebrations as high points of the school year, which the pupils themselves organize. Additionally, contact with the public, with the parents, and with political leaders is encouraged, in order to bring the school and its pupils into a cooperative relationship with society. The planning and evaluation of long trips, the active organization of sponsorships with schools in Germany and other countries, are tasks which could be carried out in a way that brings members of the community into contact with the school and its work. In this way the school would lose the stigma of being an institution on the outside of life and would gain a consciousness of its real function in society.

The role of social action and of character

The school is a transitional society which is able to fulfill this role actively and must not function in an isolated manner. For this reason it must encourage those virtues which in the future will be needed in society — which in turn must be improved by means of education. The basic prerequisite is, besides acquired knowledge, abilities, and skills (which need to be understood within their casual context) the development of a humane attitude and the sociability which results from it. But this sociable attitude must result in responsible action.

This form of social action in connection with acquired knowledge is what characterizes school life. Knowledge needs to be put to the test in the form of action if it is to fulfill its educational function. To be sure, action is a much used concept in describing the object of research in both the social and educational sciences. Both sciences are concerned with action and prefer to investigate their fields of study by means of action research. But in the schools, which represent the most important educational arena, action has hitherto not been the basis of education and instruction.³

The school as a living environment must therefore become an "action field" in which through responsible independent activities *experience* becomes the natural basis for human development. Education involves not only transmitting access to the intellectual and social world but also teaching individual responsibility for maintaining it and developing it further. An educated person is one who can make a promise and keep it, who can assume responsibility and carry it in an exemplary manner so that others are inspired to share it, in short a person with *character*. It is very significant that educational science, school theory, and teaching methods avoid the concept of character. To have and prove character is one of the most important goals of educational work and also of school life.

Pioneering schools of note

The attempt to name schools which carry out this task in an exemplary way leads us back to the model schools of the New Education movement in the 1920's and 30's which are still in operation today, such as the Odenwald School, the Waldorf Schools, the Montessori Schools, Salem, the Dewey School in New York, Abbotsholme and some of the comprehensive schools in England, as well as Tamagawa Gakuen in Tokyo, which has also continued this tradition. (See *New Era Vol.* 67 No. 4 1986). Most of the alternative schools are also more indebted to the ideas of the New Education movement than they admit.

Nevertheless many of them have learned from the

experience of the Second World War and made a great step forward which distinguishes them from the schools of the New Education movement: activity as the centre of school life is politically motivated, since human existence in a democratic society can only be justified in this way. The Charter of Children's Rights, which was resolved by the United Nations on 11th November, 1959 to supplement the Declaration of Human Rights (16th December, 1966), provides a legitimate basis for guaranteeing the rights of schools as a part of society. This is also true of the concepts developed by Dennison, Kozol, Coleman and the Danish Twind Schools.

But on the other hand many "alternative" schools have been established in the exclusive sphere of private (and privileged) education which confuse educational freedom with permissive teaching methods. Some of these schools appeared overnight as a product of the "deschooling" movement, and being a fashionable phenomenon they will probably change or disappear just as quickly. The only institutions which have a chance to survive are those which develop the *idea of a transitional society* in a convincing way for youth and society.

Conclusion

The school cannot rid itself of the prevailing fears of modern society by means of therapists and social workers; it can do so only be developing a free and responsible life for young people. This can only happen in schools which have a responsible attitude towards the whole world and its destiny. The learning process in a developing world society must be formed *globally*. For this purpose international communication and education for peace as basic principles of education are essential. No other task is more important for the school of the 1980's.

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Integrating exceptional children into Nigerian secondary schools

Joshua Oni

Abstract

The purpose of this article is to investigate the readiness of Secondary School personnel to implement the Federal Government's policy on mainstreaming exceptional children in Nigeria, i.e. integrating both brilliant and handicapped children into secondary schools.

An investigation was conducted through the review of government documents and related literature in Nigeria. Questionnaires were used to collect information in four randomly selected Secondary Schools in each of nineteen states. Oral interviews were used as a follow-up to confirm the reliability of the responses given in the questionnaire.

The findings confirm that although the teachers and administrators in Secondary Schools in Nigeria are not totally ignorant of the Federal Government policy to mainstream exceptional children, there seems to be no preparation made to implement the programme. The problems identified in this connection include lack of exposure to the programme, lack of funds, manpower, and materials at the secondary school level.

It is suggested on the basis of this study that the Federal Government must make provision for funds, materials, inservice training, and controlling legislation in order to sucessfully implement this programme.

Introduction: Background to the Study

The Federal Government's intervention on behalf of exceptional children in Nigeria has become more pronounced since the early 1970's. During this period, the first half a million Naira was given as a grant-in-aid to the recognized handicapped school. The issue of Exceptional Children's education — including both the handicapped and gifted — was favourably considered in the U.P.E. programme in 1974, and in the third National Development Plan 1975–1980.

The proposed plan for educating exceptional children presented in the National Development Plan has been spelt out in the subsequent copies of National Education Policies since 1977.^{10, 11}

Among the most important factors considered in the education of exceptional children are their identification in the general school population and mainstreaming (or integrating) them into secondary school life.

Due to the nature of the operation involved in identification and mainstreaming, there is a need for many hands in order to implement the programme. Consider-

ing the importance of these issues in the service of exceptional children, competent and adequately experienced professionals are required to carry out the project successfully.

Mainstreaming according to Goldman², Birch², Wayne and O'Connor³, Meyen⁵ and many other professionals⁴ involves placing exceptional children in regular classrooms for their education.

Functionally and administratively, Kaufman et al.⁴, define mainstreaming as the instructional and social integration of exceptional children with normal peers in their own age groups based on an educational process which is individually determined and appropriately planned. This in turn requires the responsibilities of regular and special education, administrative, instructional and supportive personnel to be clearly defined.

By implication, it was asserted that regular classroom teachers and administrators (Headmasters/Principals) whose background is weak in Special Education should be trained/oriented into the programme in order to be able to implement it successfully.

Realising that the focus of the plan laid down in the policy for National Education in Nigeria tends towards mainstreaming at post-primary education level, this paper seeks to determine the state of preparedness of secondary schools to implement the programme.

Review of the literature

The growing shortage of teachers continues to be a common topic of discussion in many quarters where services are offered to the handicapped in Nigeria at the present time. Special Educators freely express great concern about the problems. Since 1982, the Nigerian Education Research Council (N.E.R.C.) has been showing some concern for the teacher shortage. In one of its publications⁸, the following concern was expressed:

"Nowhere is the growing teacher shortage more of a threat than the area of exceptional children's service in Nigeria."

Since 1977, Nigeria has adopted the concept of integrated education for exceptional children. This means that exceptional children would be identified and placed with regular students in the regular secondary classroom. For this intended programme to be successful, the regular classroom teachers and administrators who

will be receiving them must have basic knowledge on the strategies to use for identifying and educating the exceptional children.

From recent investigations in several large cities in Nigeria by final year students in Special Education at the University of Jos in 1983 and 1984 respectively, it was established that the inability of regular classroom teachers to cope with the needs of exceptional children was due to lack of knowledge and experience in this area. It was also discovered that there is an acute shortage of professionals and qualified teachers in this area.

At present, four institutions, namely: University of Jos, University of Ibadan, Kaduna Polytechnic, and Advanced Teachers' College, Oyo, are running programmes for training Special Education teachers. According to N.E.R.C.⁸ (1981) these institutions combined are training less than 80 special education teachers per year.

Comparing the assumed disabled population of 10% of national population as established by the United Nations, (*Rehab. Inter.* N.Y. 1981, P. 32), and the annual rate of production of trained teachers by these institutions, it appears that it may take many years for the plan to have enough manpower for the proposed mainstreaming programme.

Looking at the current state of the Nigerian economy, it appears unlikely that the country can afford the crash programme needed to produce enough manpower to meet the needs of exceptional children in Nigeria for some time. Based on this premise of a continuing shortfall, a possible alternative approach for producing such needed manpower at low cost may depend on *all* higher educational institutions in Nigeria adjusting their programmes to include the training of teachers for children with special needs.

Methodology

The investigation was conducted through the review of governmental documents (National Policy on Education) and other related literature.

Questionnaires were used to collect the data from four randomly selected secondary schools in each of the nineteen States of Nigeria. Visits were also paid to some of these schools in Lagos, Kaduna, Kano, Benue, Cross River, Oyo and Bendel States to observe and interview teachers/administrators in training in dealing with the handicapped.

Students from these States who are studying special education at the University of Jos were also interviewed.

A Likert type questionnaire was used for gathering data for this research (See Table 1). Simple percentages

were used to analyse the data collected. The questionnaire used was scrutinized by my colleagues in the Department and the Faculty at Jos University to ensure its validity for the project.

Eight questions as in Table 1 were used to find out the teachers' understanding and readiness for the mainstreaming programme. The same eight questions were used in different order during the interview.

The respondents to the questions were ten members of staff (teachers and principals of four randomly selected secondary schools in each State). In the selection of secondary schools two were randomly chosen in big cities and two in rural areas.

In all, 780 questionnaires were sent out, 616 of them were accurately completed and returned. This gives a 78.79% return.

Table 1: Questionnaire responses under 5 Likert scales.

Question 1:

The principal and the teachers in the school understand the requirements of the integration programme as proposed by Federal Government of Nigeria.

Response (percentage):

SA: 6.49 A: 15.26 D: 70.29 SD: 7.29 N: 0.6

Question 2:

The teachers have the skill and basic knowledge of educating exceptional children.

Response (percentage):

SA: - A: 1.6 D: 58.6 SD: 39.8 N: -

Question 3:

The disabled students in the school are accepted by all the teachers.

Response (percentage):

SA: 5.8 A: 50.65 D: 43 SD: 2.4 N: 4.4

Question 4:

The teachers understand the needs of exceptional children and they are providing them adequately.

Response (percentage):

SA: – A: 3.25 D: 82.5 SD: 9.25 N: 5.03

Question 5:

The teachers will readily accept the handicapped in their classes and give them needed education if the teachers have the basic skills about ways of handling their cases.

Response (percentage):

SA: 86 A: 85.4 D: 5.37 SD: – N: 4.6

Question 6:

Supporting teachers are always available to assist the classroom teachers.

Response (percentage):

SA: – A: 21.27 D: 63.47 SD: 3.57 N: 11.69

Question 7:

The School has resource room where exceptional children are receiving special assistance outside regular classwork.

Response (percentage):

SA: – A: – D: 65.42 SD: 34.58 N: –

Question 8:

Resource teachers or itinerant teachers are attached to the school to give expert advice.

Response (percentage):

SA: 0.3 A: 8.28 D: 61.2 SD: 19.64 N: 10.55

Key:

SA Strongly agree

A Agree D Disagree

SD Strongly disagree

N Neutral

Discussion

The data show that teachers in secondary schools in Nigeria are not completely ignorant about the issues relating to services for exceptional children which the Federal Government has proposed since 1976. Although 21.57% are acquainted with the policy, yet 56.49% agreed that exceptional children are accepted by the teachers in their schools. This indicates a positive attitude of teachers in these schools towards the exceptional children.

Information gathered from the responses shows that most teachers in secondary schools in Nigeria lack the basic skills or necessary experience in ways of handling exceptional children's education and training because only 1.62% agree that they have basic knowledge while 3.4% indicate that they have been providing adequately for the handicapped in their schools.

The teacher's readiness to accept the handicapped is supported by 94% of the respondents. 21.3% also declared that helping teachers are available in their schools to assist the regular classroom teachers. The 21.3% agreement came from schools in big cities where services to exceptional children are currently concentrated.

100% of the sample declared that resource rooms specially prepared for Special Education are not available in their schools. This indicates a lack of one of the most essential facilities for the implementation of an integration programme in Nigeria's secondary schools. Responses from big cities show that itinerant teachers do visit some secondary schools where handicapped children are integrated (8.6% of the sample). It may

therefore be assumed that adequate services from itinerant and resource teachers is not provided for the handicapped in our secondary schools.

Furthermore it may be concluded that secondary schools in Nigeria are lacking the adequately prepared manpower or facilities needed to carry out the government-proposed integration programme for these exceptional children.

The information gathered from oral interviews is quite consistent with the responses from the question-naire. The act of sympathy, willingness to receive further training in the care of exceptional children, was well demonstrated in the majority of cases. The general consensus was that teachers at all levels should learn more about the needs of exceptional children and how to provide them. Identification and education of the gifted and talented appear to receive more attention by the interviewees. Although these gifted children are not specifically disabled they numbered among the exceptional children whom the regular school programme is currently handicapping.

Conclusion

For the integration of exceptional children into Nigerian secondary schools to be successful, adequate preparation must be made at the secondary school level where the majority of the exceptional children are to be educated in regular classrooms.

In the light of the present activities in the secondary schools in Nigeria, there seems to be no preparation made to implement the programme. According to the findings of this study, the majority of the teachers are without skill and knowledge of special education. The majority are not familiar with the Federal Policy on the issue of mainstreaming (integration). Schools are not yet conditioned to accept the programme.

Although the intention to mainstream exceptional children continues to receive high publicity since 1977, up to date implementation of the programme at the secondary school level is yet to be effected. Our findings reveal that the implementation problem hinges mainly on lack of manpower, facilities, materials and funds.

Some suggestions for action

In order to carry out the mainstreaming programme successfully at secondary school level in Nigeria, the following points must be carefully considered:

(a) Teacher training curricula at all levels must include at least a compulsory course in Special Education.

- (b) All the Universities and Colleges in Nigeria must include an introductory course in Special Education in their General Studies since exceptional children are supposed to be integrated into Nigerian society, and function in any possible fields of endeavour within it.
- (c) Compulsory in-service education should be made available for all teachers training in the regular primary and secondary schools, teacher training colleges and universities.
- (d) Seminars should be conducted from time to time to enlighten teachers about new developments in the field of special education.
- (e) Adequate provision must be made to supply the funds, equipment, and materials needed for this programme.
 - f) There must be a mandatory law like Federal Law 94–142 to serve as a check and balance at the implementation level.

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Personal Freedom and Family Life

Susan Isaacs

Abstract

Dr. Susan Isaacs makes the following points in her article:

- The infant's picture of the world is an absolute one. Parents seem either good or bad; he himself is either altogether good or bad.
- Personal freedom in adult life is only possible . . . when the child can believe that the good is not destroyed, either within himself, in his parents or in the world as a whole, because bad is also present.
- If he can learn to know his own faults, his greedy wishes and pleasure in destruction, his rivalry and hate, without complete self-disgust and despair, then he can come to trust himself and others, to seek freedom and pursue it.
- What conditions in early life will foster personal freedom? First, the recognition of the humanity of the child; second, the exercise of control where control is appropriate; third, a willingness to allow him to become free of our help.

Introduction

The disbelief of the adult in personal freedom, his success or failure in achieving it, is very largely the fruit of his early feelings and experiences with his father and mother, his brothers and sisters in the family circle. The primary issues of desire and frustration, love and hate, and all the child's ways of dealing with these varied feelings, are the starting point both of individual development and of social adaptation. In the unconscious mental life of every one, persons and powers, governments and servants, the poor and the rich, the state and the individual, the larger issues of personal and public life still carry these intensely concrete and direct meanings of his own relation with his father and mother and the other children in his own family. The result of development (whether in those who become free in their emotional life and secure in their social purposes, or in those who fail to serve others happily or to find fulfilment for themselves) may seem very far and very different from its beginnings; but the continuity of social life with individual experience can always be traced; and can always be seen arising in the family situation.

The child's feelings towards his parents

The essential problem is thus the same for all peoples and all times. Every child, whatever his race or culture or circumstances, has to find a solution to the primary conflict of feeling towards his own two parents. But, of course, the precise terms of that conflict will always depend upon his actual circumstances, upon the conditions of his parents' life, upon their behaviour and attitudes.

The young child's life hangs upon his parents' response to his needs. Without them he is completely helpless to satisfy any of his wishes and longings. He shows us in his earliest behaviour how greatly he dreads his own helplessness, how intense and urgent his appeal to his parents becomes in moments of hunger or loneliness or lack of power. At first his mother fills the world for him; and it is because he has found how much he needs her for nourishment and comfort and tender love that he resents her concern with his father. Yet his father means also to him strength and wisdom and support, both for himself and for his mother. In the child's mind, his father's love for his mother ensures her safety and satisfaction, and hers for his father keeps him strong and wise, and thus again ensures the life and happiness of the child himself. Even from the beginning, the love of the parents for each other thus has its beneficent aspects for the child. But on the other hand, since he needs each of them so deeply and inexorably, their concern with each other also distresses and terrifies him. All he can then do to express his distress and terror is to rage against them. And since he has as yet no knowledge of cause and effect, to attack in feeling means to him to damage and destroy in reality. His rages and attacks thus arouse in him the greatest anxiety, anxiety of having altogether destroyed the parents who are at the same time the only source of life and of love. He comes to fear the destructive forces inside himself and thus to need all the more intensely to find good outside, to counteract the bad within.

The infant's picture of the world is an absolute one; parents seem *either* good or bad. He himself is either altogether good or bad. Only slowly is that picture modified to admit of degree and measure and differences in quality. During at any rate the first two years, and to a large extent throughout early childhood, the child is intolerant of failures and shortcomings in himself and others, seeking always to find and hold the absolute good and to drive out and destroy the absolute bad. He feels overwhelming anxiety at any hint of destructive forces, greed or anger or hate or rivalry, or criticism or self-assertion in himself or in his parents.

Even those impulses which we know bring growth and achievement — the wish not merely to get good but

to do things for himself, to move and talk and learn to be worthy of admiration and love, to become independent of help from his parents, or as skilful and knowledgeable as they, all the indispensable means of his personal development and social achievement, the instruments of freedom, may, to his deepest and most primitive feelings, mean simply getting things for himself, turning other people out, being greedy and jealous and destructive; and be therefore forbidden in his feelings.

The child sometimes becomes so terrified of his own angers and greeds and destructive wishes that he cannot bear to own them his in the slightest degree and must project them on to his parents. His father and mother are bad, he then feels, not he. They wish to starve and hurt him, to deny him pleasure and opportunity, to tyrrannize over him and interfere with his wish to do good and be good.

Every child feels this at times; but with some it becomes to a greater or lesser degree a settled way of life. Sometimes the child retains this picture of all parents and all those who stand for parents in later life—teachers, employers, governments, kings and presidents, the state or the economic system. All parents are to be met by private defiance or public denunciation, or their place and existence is to be altogether denied. All men are brothers, but none of us has, and none of us shall be, fathers and mothers. Those who assume the place of parents are to be defied and denied. In such cases the compulsion to destroy the bad is always felt far more strongly than the need to preserve the good.

The preoccupation in feeling and behaviour is always with the necessity *first* to get rid of the bad, by force and destruction, before there is any possibility of preserving or using the good.

In some persons, indeed, the good within has to be so carefully guarded from greed and desire, from being used up or spoilt by the bad, that it never can be acknowledged or brought into the realities of everyday life. It remains a phantasy, and is not seen in actual behaviour. These are the difficult, the delinquent children; these are the adults who fly to arms and unloose the powers of death as a means of creating a new heaven and a new earth. But freedom cannot live in such a world.

Sometimes the child rejects his own real parents but retains the hope of finding others, the perfectly good parents, elsewhere in real life. He turns with passionate attachment to new friends, new teachers, new leaders, new movements. But alas, as soon as he sees a flaw, as soon as the frailty of ordinary human nature reveals itself, these gods and heroes become again devils and betrayers. He flies once more to newer friends and newer loyalties. And his life is spent in this compulsive search

for the ever-new and wholly good, and the repeated rejection of real men and women, of actual embodiments of his ideals in living flesh and blood. The dust of daily life is for him a fatal blemish upon the absolute good. He is a slave to his own anxieties: and freedom passes him by.

The insistent demand for the perfect parents, unharmed by the child's own hate and greed and jealousy, is often expressed in the indirect' form of an absolute standard of perfection for himself. He too must be altogether pure and wise and loving; and again, he forges chains for himself which make freedom, a free choice of ends or free interchange with other people, unattainable in any form in the world of reality.

The second major mode of dealing with primary conflict regarding the parents is that of loving and clinging to the one and hating, defying and turning out the other. Here the child is in better case, since he has loving contact with one real person and can do something actual for this one, whether it be father or mother. Yet since he then projects the whole of his own evil on to the rejected parent, his anxieties are centred there and a loving identification with that one can never be accomplished. Not only will his development be incomplete and one-sided, but he will be scarcely less chained in the vicious circle of hate and fear, of attack and defence, of turning out the evil and endlessly protecting the good, than the child of our first description. He will have too little trust in himself or in any other who may seem to represent the parent who has been turned out and denied.

He has separated the one parent from the other; the need to make up this loss, to serve and defend, thus become insistent and enslaving. He is often unable to find a mate, or to trust real friends freely, to value any person or group or social function which may become identified in unconscious meaning with the parent who has been made the representative of evil, condemned and turned out. There are many people in this psychological situation. They accomplish much of noble service and achievement by identification with the one good parent. They are often a power in the world. But they do not attain freedom; nor are they able to confer it upon others.

Personal freedom in adult life

Personal freedom in adult life is only possible when a new solution different from these two has been found in early days, when the vicious circle of greed and hate and anxiety and the desperate need for love, which leads to further greed and hate and fear, has somehow been opened out: When the child has learnt to bear some

degree of frustration without this meaning to him the fear of death, when he can not only tolerate but can love and cherish his parents in their love for each other, when he can believe that the good is not wholly destroyed, either within himself, in his parents, or in the world as a whole, because bad is also present.

This central problem of the co-existence of love and hate in the child's feelings towards his parents arises as early as the second half of his first year; but its solution occupies all the early years of his development. If he can in some degree learn to leave his parents free to seek each other, if he can feel them joined in good, not only for his good, but for theirs and that of their other children, he can then identify himself with the two parents, with all their diverse attributes and their particular contribution to the family life and to his happiness. If he can admire his father's strength and wisdom and bear to know himself weaker and more ignorant, less able to help and love his mother, if he can delight in his mother's fertility and tenderness and know himself less skilful and loving, and if he can see the failings and faults of others without regretting them; if, above all, he can learn to know his own faults, his greedy wishes and pleasure in destruction, his rivalry and hate, without complete self-disgust and despair, then he can come to trust himself and others.

He has then less need to project evil upon others and therefore less ground for fearing and wishing to control them. He is then less bound by the need to control himself, the dread of being spontaneous, for fear of what may come out of him if he is free. If he attains a greater balance of loyalty to his two parents, he then also gains a greater harmony within of those feelings and aims in himself which are identified with his parents. He can become free because he can first allow his parents to be free. He can believe in good in himself, because he can allow them to be good to each other as well as to him. And so feeling is slowly tempered by real experience. He finds that moving and talking and doing things for himself may actually help and not destroy others. He becomes free to challenge and to assert his own choice because this may cherish and serve the good in himself and in others.

Psychologically speaking, personal freedom does not mean being bound by no attachments, no loyalties, no obligations, having no parents. It means, in its deepest aspects, having learnt to acknowledge *both* parents, to admit their claims and to believe in their goodness in spite of fault and failure, to allow them to love and give to each other, to believe in one's own powers of serving and cherishing them, to exercise a just authority over oneself or others, in their likeness, to serve the needs of

our own children and the future, as they have served ours. And above all, to allow these varied needs and loyalties to reach some degree of harmonious balance in our own minds and hence in our real behaviour in a real world, limited and faulty as it may be.

We are, indeed, not born free, but we may learn to become so. It is only on this basis of belief in both parents and the resulting inner balance of loyalties, that a psychological stability can be achieved in which change can occur without cataclysm and freedom be exercised without a later reaction arising from anxiety.

Now the child cannot reach such a happy solution for himself. Nor, if he is not helped by his parents in his earliest years, can the wisest schools and teachers ever bring him fully to it. And so we come to the educational problem and especially to its earliest phases in the life of the young child at home.

Experience has shown that the regimented life of institutions yields no adequate education for the young child towards personal freedom. Whether it be resorted to because no family life is available or because someone believes that family ties bind and hamper the growth of a free personality, it remains true that that deep sincerity and generosity and balance of feeling and aim in the inner psychic life, upon which personal freedom in its manifold aspects of external purpose and achievement ultimately depends, rarely grows except through the actual experience of normal family life.

Conditions which foster personal freedom

What then can we say briefly as to the conditions in the early life of the child which will foster personal freedom most fully and securely? I must confine myself to a few of the broadest considerations.

1. First of all, I would say that the humanity of the child, the reality of his feelings and wishes and anxieties, even though they be childish and inarticulate, need to be recognized by his parents and nurses. No theory which regards the child as a reflex machine to be conditioned, a plastic clay to be moulded by habit, can train him to freedom. Such theories are themselves the outcome of anxiety in their progenitors.

They hint at a profound fear of real people, real emotions, real contact between living personalities. It is only when we are willing to recognize that the child is, from very early days, a real person, a whole person, with real feelings and purposes that we shall, on the one hand, be willing to try to understand the mode of his development and so gain the skill necessary to aid his growth; and on the other, to be able, without extremes, and without anxiety on our own part, to exercise our natural authority as parents, and ask him to recognize our rights

and privileges as real persons.

2. This suggests the second main service we can render the young child to aid his freedom, viz., the exercise of control where control is appropriate. A blind indulgence and the absence of just control do not help the child—whether they spring from a doctrinaire worship of the name of freedom or a masochistic suffering of the infringement of the liberty of the parents.

We may for some reason of our own inner life wish to abrogate our authority; but we cannot alter the fact that the little child seeks to find a good and helpful parent who will help him by control where control is just and appropriate. If we feel the need to deny our own parenthood, to deny the function of parenthood itself, the child knows what we are doing. He feels us to be aiders and abettors of his own defiant moments, to be bad children like himself. If we cannot defend ourselves against his encroachments, the whole burden of control falls upon him; and will be too much for him. If we show him that we cannot or do not want to take care of ourselves against him, he does not trust us to take care of him.

The child needs our help in creating a rhythm and order, in his external relationships and his inner psychic life. By identification with the just and protective parents, who can keep themselves and him safe against his aggression, he becomes able to trust himself to act justly and helpfully; and lessened anxiety brings the possibility of freer relationships.

But, one hastens to add, this control and authority needs to be both appropriate and loving. Mere harsh control for its own sake will imprison, not free, the child. It needs to be exercised with understanding of what the child can really do for himself at each age and in each situation as it arises. And this requires knowledge of the normal phases of his growth in physical and social skill, in the normal spontaneous expressions of his impulses in play and effort. It requires not only knowledge of these things, but also sympathy with them, joy in the child's natural interests, pleasure in the ways in which he seeks to help and learn, to make and do. Above all, it needs an appreciation of the social value of the child's wish to grow and become skilful and independent, a willingness to allow him to become free of our help, to be in due time an adult and a parent in his own right; without wanting to hasten this process or refusing to let him be dependent upon us while he does need us. We have to be willing, as the child grows from infancy to adolescence, to give up control as and when he shows himself able to take it over and we have to be willing to allow him to make mistakes, to do things prematurely here and there, with the knowledge that we are standing by so that errors need not be irretrievable.

3. It is surely true that from the very beginning the child needs to be given some genuine responsibility, some freedom to make mistakes and to learn by failure and the effort to retrieve failure. Only his actual experience of effort and activity in a setting of security and love can lessen his anxiety about his own aggressions and insufficiencies and give him the trust in himself which will make him free. Our wisdom lies in knowing when to leave him free and when to guide and control him in his play and work.

It is important moreover, that this increasing self-determination in the child's life, as he grows through childhood to youth, and indeed the freedom of choice and activity we allow him at any age, should not be wrested from us by his protest and defiance, but should be given freely to him by us, as his natural right. It should be the fruit of love, not of fear, should be based on his identification with the good parents, not his defiance of the bad. Then the child himself will wield it without anxiety and guilt and will not need to renounce it in later life or to deny it to his own children.

Conclusion

Finally, I would say that the actual relation between the two parents themselves is of the greatest possible importance. If each can allow a freedom of feeling and opinion and action to the other, if each value the other, not merely for his own psychological needs and satisfactions, but as a real person, then the child can grow into freedom naturally and securely. His daily experiences build up a balance of loyalties within himself, a belief in the good father and mother whose goodness does not demand an impossible effort of devotion to preserve it, but can be used and acted upon in everyday life. I have seen the most tragic enslavement of real gifts, the most pathetic binding to obsessional ritual, in those whose life had confirmed the need to defend one parent against the contempt or the encroachment of the other. What the parents are to each other is surely as significant as what they are, together or separately, to the child himself.

I will end by repeating that the child best learns to be free when his parents or earliest educators are themselves real persons too; when they are not only selfcontrolled, adaptable, loving and understanding of his needs, but also unafraid of their parental standing.

Dr. Susan Isaacs was a pioneer child psychologist whose biography by WEF (USA) member Lydia Smith was recently reviewed in *The New Era* Vol. 67, No. 2, 1986 by Dr James Hemming. This article first appeared in *The New Era* Vol. 17, 1936 — 50 years ago.

Round the World: WEF Section News

Michael Wright

WEF INTERNATIONAL

The two main concerns of the Guiding Committee this summer have been the arrangements for next year's International Conference in Adelaide and the broader issue of redefining the WEF's principles and aims. The Committee was fortunate to meet with Conference Coordinator Dr. Ruth Rogers on 8th May, and with Australian Council President Prof. Malcolm Skilbeck and his wife, Dr. Helen Connell (Council Secretary), on 19th June, in order to receive first hand accounts from them of current Conference arrangements. There was a useful exchange of views and information, with agreement on matters such as pre-conference publicity, pre- and postconference travel, the benefits of group travel, and the detailed content of the Conference programme. It was agreed that instead of a post-conference report, keynote speaches and articles would be published in a special summer edition of New Era in Education to be distributed to participants on their arrival in Adelaide.

Dr James Hemming hosted a working party of Guiding Committee members at his home on 2nd May to finalise the redefinition of WEF's principles and aims. The result of these deliberations, harmonized with those of WEF (Australia) as presented by Prof. Skilbeck on 19th June, were agreed by the full Guiding Committee on 28th June. They will be published in the next issue of *New Era* after Sections have made their comments.

AUSTRALIA

The WEF (Australia) Council has confirmed the membership of its Executive until January 1989, and also Section officers until next year. The main business of recent meetings has been the arrangements for the 1988 WEF International Conference. Dr. Reiner Silbereisen will be giving the keynote address on *Educating for a Caring Community — Why?* Participants are invited to present examples of caring communities in papers to be sent to: Mrs Wendy Ashenden, WEF Conference Secretary, P.O. Box 181, Plympton, S.A. 5038 — titles in by 1st January 1988.

DENMARK

A conference on *School Democratization* is being held under the auspices of the Royal Danish School of Educational Studies (DLH) in Copenhagen from 3rd to 7th October 1987. Participants include Danish and Dutch WEF members. Further details from Conference

Secretary Elly Tagmose, DLH, Emdrupvej 101, DK-2400 Copenhagen, N V.

GREAT BRITAIN

The traditional annual Symposium, held on 21st February 1987, for WEF (GB) Council Members focussed on preparations for the section's annual conference on *Criteria in Education* which took place on 16th May 1987 at Kingston Polytechnic. The leading speakers at this well attended conference, including Prof. William Taylor, former President of WEF (GB) and currently chairman of the Council for accreditation of Teacher Education (CATE), drew a lively response from participants, many of whom were teacher educators. WEF (GB) is actively pursuing the issue of teacher education, which will be the theme of the next issue of *The New Era* this autumn.

HOLLAND

Peter van Stapele and Lida Dijkema attended the Guiding Committee Meeting of 28th June 1987 in London and reported on developments in the Dutch Section. These include: establishing a European newsletter on the lines of the WCCI (World Council for Curriculum Instruction); Dutch (WEF) participation in the forthcoming Danish conference (see above) and the publication with the aid of a grant from the Prince Bernhardt Foundation, of the Report on the 1984 WEF International Conference in Utrecht on The Necessity for the Arts. Peter will be chairing a WCCI Conference in Holland in 1989, and hopes for cooperation with the WEF in this Conference. He also raised the issue of travel funds for WEF members attending international WEF conferences; he is approaching the Dutch U.N.E.S.C.O. commission, but felt that a central fund should be established.

LATE NEWS

Dr Marion Brown, WEF's representative to the U.N. will be receiving on WEF's behalf a U.N. award as "*Peace Messenger*" in recognition of WEF's contribution to the International Year of Peace 1986 at a ceremony in New York on 15th September, 1987.

William (Bill) Johnson, WEF Hon. Treasurer from 1970–1980, passed away peacefully on 19th August, 1987. Our thanks for his sterling contribution to the Fellowship accompany our condolences to his family.



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THE NEW ERA is the termly journal of the **World Education Fellowship.** The Fellowship is an international association with sections and representatives in more than twenty countries, which has played a continuing role in promoting the progress of educational ideas and practices in the twentieth century.

Founded in 1921, the World Education Fellowship is voluntary and non-partisan, and enjoys the status of a Unesco non-governmental organisation. It is open to educators, members of associated professions, and to all members of the public who have an interest in working for the education and well being of children. The Fellowship meets biannually in international conferences, publishes books and pamphlets, and, through its national sections, participates in workshops, meetings and developmental projects.

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- 3. Reviewing social policies and practices to achieve greater justice and equality in the education of all.
- 4. Supporting co-operative and collaborative educational developments.

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If you prefer, make out a banker's order, payable on 1st January in favour of **The New Era**, c/o Midland Bank, 73 Wandsworth High Street, London, SW18. Account No. 40615102.

For those living in Britain, you can receive the journal at a reduced rate if you combine it with membership of the WEF (Great Britain). To take advantage of the combined subscription, contact Klaus Neuberg, Treasurer, WEF (GB), 36 Lake View, Edgware, Middlesex, HA8 7RU.

W E F PUBLICATIONS – JOURNALS AND NEWSLETTERS OF NATIONAL SECTIONS

Australia – New Horizons

Editor: Dr Laurie Miller,

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St Lucia, Queensland 4067.

German Federal Republic — Erziehungswissenschaft — Erziehungspraxis

(in German)

Editor: Prof. Dr Ernst Meyer,

Schlittweg 34, D-6905 Schriesheim.

Great Britain – WEF (GB) Newsletter

Editor: Hazel Cross,

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Holland — **Vernieuwing** (in Dutch)

Editor: Jan ten Thije,

Postbus 3977, 1001 AT, Amsterdam

Japan – New World of Education (in Japanese)

Editor: Professor Seiichi Katayama, 332 Higashi-Ohizumi Machi,

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Sri Lanka — National Education Society of Sri Lanka

Editor: Dr (Mrs) Chandra Gunawardena, Faculty of Education, University of Colombo, Colombo 3.

USA — US Section News

Editors: Dr Kuan Yu Chen and Dr Carol L. Tenney, Central Connecticut State University, New Britain, CT 06050.

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PROFESSIONALISM IN TEACHING

Journal of the World Education Fellowship

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Editorial

PROFESSIONALISM IN TEACHING

We continue to address the theme of the crisis in education and its resolution, which has occupied the past six issues of New Era, with an issue devoted to a crucial aspect of the current debate on education: the quality and professionalism of teachers. For as contributors to this issue point out with various emphases, the quality of the teaching profession is the cornerstone of the entire educational edifice. It was not without reason that earlier cultures regarded teaching as the noblest profession, requiring as it does from its practitioners their highest faculties and a constant act of self-sacrifice if they are to be effective in forwarding the great work of civilization. But there has been a tendency, especially in Britain until fairly recently, to fight shy of professionalism and neglect the essential (and costeffective) training and retraining of teachers. This has surely contributed to the low morale and sense of helplessness of educators in the face of the current educational crisis. Indeed, in all too many institutions, (most notably in our universities) teaching commitment and ability have a low rating and status in comparison with activities such as fund raising and research: all too often the dedicated teacher loses out in the promotion and recognition stakes. A more professional approach to teaching would arguably remedy this injustice, and also raise the public's perception of teachers to that currently enjoyed by other professions such as medicine and law. A consequence of this weak professional stance in Britain has been that teachers have not taken full advantage of the liberal provisions of the 1944 Education Act, which is now being replaced by an Education Bill with a much more hardnosed emphasis on standards, financial accountability, and quantifiable results.

Our contributors here address the challenge — and opportunity — presented by the current educational ferment from several viewpoints. Prof. Norman Graves opens with a wideranging review of postwar education, with recommendations for improving teacher quality and teacher education. Elizabeth Adams argues for a scheme of teacher self-appraisal which, by raising teacher morale and quality, will, she feels, produce better schools. Diane Montgomery gives a full account of a teacher appraisal project at Kingston Polytechnic which has yielded many valuable insights, and which Norma Hadfield argues can be applied to senior and managerial staff, as well as classroom teachers. This section is

concluded by a comprehensive international review of in-service teacher training by Svatopluk Petraček. It is followed by a tribute to the pioneer educator, Marjorie Hourd, compiled by Anthony Weaver, WEF News by Rosemary Crommelin, a full Book Reviews section, and two letters with proposals for action by WEF in the current educational crisis. Rabindranath Tagore gives two insights from India to conclude.

ARRIVALS AND DEPARTURES

Lynn Cairns, who has given invaluable service to New Era for the past five years as editorial assistant to myself and my predecessor Malcolm Skilbeck, leaves the editorial team this month. We welcome Magdalen Meade in her place. Dr. David Turner, former Business Manager, joins the team as an Associate Editor (U.K.), while Dr. Rex Andrews moves shortly to France, where he will be WEF's special representative to UNESCO. Grateful thanks are due to all the above for their contribution to the journal. Also leaving New Era and WEF is our Treasurer, Bill Bowen, who has worked for the past seven years to keep the Fellowship and its journal on a sound financial footing. Our wishes for a long and active retirement for Bill and his wife Marie accompany our greetings to Frank Werth, who succeeds Bill in this demanding role.

APOLOGIES

Apologies are due to our subscribers for the late appearance of this issue owing to my illness.

MICHAEL WRIGHT

December 1987.

NEXT ISSUES

We relaunch *The New Era* in a new format in May as:

New Era in Education

Vol. 69, No. 1 Global Thinking, Local Action.

May 1988.

Vol. 69, No. 2 Educating for a Caring Community.

August 1988.

Vol. 69, No. 3 Quality and Control in Education.

December 1988.

Vol. 70, No. 1 Financing and managing Education.

April 1989.

Teacher Quality and Education

Norman Graves

Abstract

In this article Prof. Graves considers the current crisis in education in relation to the debate about teacher quality, and its implications for teacher education and development. He first considers the post war economic and social background to this debate, which he divides into two phases. The first phase from 1946 to 1975, when education was seen as an investment, with the emphasis on quantity, and the second phase from 1976, when education has been subject to fiercer criticism and economic constraints, and the emphasis has shifted to quality. He then looks at the political context in the U.K. as set out in government papers, and goes on to examine the multifaceted concept of teacher quality. He ends by considering the policy implications for those concerned with teacher education and teacher development in the immediate future.

INTRODUCTION:

It sometimes seems, given the current debate, as though the notion of teacher quality is a new one. But like games and simulation, like the Socratic dialogue, like creative music and movement, these are ideas of ancient lineage which have recently been given more prominence because of the circumstances of the time and because someone or something has triggered off a series of events leading to their resuscitation. Former U.K. Prime Minister James Callaghan seems to receive much of the credit for triggering off a new wave of thought about the quality of education in the United Kingdom, and hence the quality of teachers. If his Ruskin College speech of October 1976 was the catalyst that made possible the subsequent reaction, to use a chemical analogy, he may well wonder in his retirement whether his words were as wise as they appeared at the time.

I should like to examine the post World War II economic and social background to the debate about teacher quality, to set it in its political context and then to examine the concept of teacher quality. I will end by looking at the implications of policy for those concerned with teacher education and teacher development.

1. THE POSTWAR ECONOMIC AND SOCIAL BACKGROUND

Without going back in detail through the post-war period, a period which corresponds to my own life as a student, a teacher, and a teacher educator, it is possible to trace out some salient features of the economic and social history of that time span. These it seems to me have some bearing on the education system and on where the system stands at the moment.

It is perhaps as well if you are made aware of my own perceptions or, if you prefer, my own prejudices. So first let me say that I view the education system as a reflection of the society within which it is embedded. Whilst I accept that exceptional individuals, from Socrates through Comenius, Rousseau, Pestalozzi to Montessori and Paolo Freire (1972) may have an important impact on educational practice, I am also clear that this impact may take a considerable time to be felt, and that its areal extent may be limited. The ideas of the great educators, like the biological cultures of the pharmacists, need a friendly environment in which to flourish. And a friendly environment has many dimensions to it, economic, social and religious. To cite no more than an example from the latter dimension, how easy is it for teachers to develop the critical faculties of individuals in a fundamentalist Islamic or Christian society, or in an orthodox Jewish or Hindu society?

The two phases of post war society

I see the post-war years as divided into essentially two sharply contrasting periods within European Society. The first, roughly from 1945 to 1975, was a period in which the post-war reconstruction in physical terms also led to reconstruction of economies leading in the 1960's to economic growth and relative affluence; a period whose characteristics are well described in John Kenneth Galbraith's book The Affluent Society. Although the period was not without its problems, shortages of building materials, shortages of labour, there was a feeling that society as a whole was engaged in a worthwhile venture of rebuilding within a social context which recognized the sacrifices made by all during the war and which seemed to be providing health and welfare care without discrimination. Society was then becoming more multi-cultural; Poles, Jugo-Slavs, Turks, Spaniards and Portuguese had settled in other parts of Europe than their own countries helping to relieve the labour shortages mentioned earlier. West Indians came largely to the United Kingdom.

Phase I 1946-75

The early postwar years were characterized by sentiments which could best be described as sanguine.

The same feeling was manifest within the education system, where the general spread of secondary education was generally accepted, largely at first through ignorance of what its implications were, in the hope that the new schools would offer new curricula which would suit the varied pupils and that all secondary schools would be equally esteemed. (see Armytage 1964)

There was much talk of quantity and little about quality. The problem was to train enough teachers and fill the gaps in the ranks which the raising of the school leaving age and the growing numbers in primary schools had created. In any case the large number of servicemen who were available for peace time occupations provided an important proportion of the new teachers and many were mature, experienced and enthusiastic about their new career even if the pay was relatively modest.

The economic recovery of the late fifties and sixties provided governments with the resources to embark on a large programme of school building and to furnish these schools with the equipment and books which enabled teachers to face the future with confidence. If I may again be anecdotal, the comprehensive school in which I served as a housemaster and head of department in the late fifties and early sixties, had a separate building for the eight houses, and each house consisted of a kitchen, dining rooms for school meals (these doubled up as tutorial rooms) a cloakroom, toilets and a housemaster's room or study. The teaching rooms laboratories and workshops were also lavishly equipped. It was a school to be proud of even if the pupils were not always models of good behaviour.

The then current view was that educational provision was an investment which would pay dividends (Vaizey 1958), both in the economic sense of providing a better educated and therefore more productive labour force, and in the cultural sense of providing a new generation of people better able to think for themselves, better able to appreciate the cultural heritage of their respective nations and more aware of ethical and spiritual values. Indeed this view of **education as investment** was widely held in the world as a whole, and many developing countries used many of their hard earned resources to develop their education systems, though they necessarily had to be more selective about the way they used their resources. What changed all this optimism and development?

It was not that educationists were unmindful of the need for change and development. For example the creation of the Schools Council in England and Wales in 1964 was testimony to the fact that the three parties in the enterprise: The Department of Education and Science (DES), the Local Education Authorities (LEAs), and the Teacher Unions, were aware that the curriculum would not stand still. The subject associations were active in the field of curriculum reform. LEAs had set up teachers' centres where innovations were displayed, and where teachers could meet to discuss matters of professional concern.

Phase II (1976 to present)

I suspect that the fundamental roots of the educational crisis which faces us are economic in nature. As long as there was full employment, one heard specific criticisms of particular courses, but little general criticism of the educational system as a whole or of the curriculum for not being vocationally oriented. Indeed employers were almost unanimous in requiring school leavers who had general abilities and who were adaptable so that specific skills could be taught them when they entered the workshop or the office. But from the mid-seventies onwards, the economies as a whole and certain industries in particular began to perform badly, though not in all countries. In the UK unemployment rose from circa 5% in 1976 to circa 13% in 1985. The national income failed to grow to any extent and indeed in some countries it fell in real terms in the late seventies. And so gradually criticisms began to be made of the education system. This is not an unusual phenomenon. In the 19th century the French were blaming their education system for the fact that they lagged behind Britain industrially, they also blamed their teachers of geography for the 1870 defeat at the hands of the Prussians (Graves 1984). It appears that the French infantry officers could not read their maps. The point I am making is that the education system and therefore teachers can only too easily become the scapegoat which takes the blame for failures which occur in society. Sir Geoffrey Chandler, who was the moving force behind Industry Year 1986 in the United Kingdom, is fond of stating that Britain has an antiindustry culture and that it is this which accounts for its economic decline relative to other western countries. I am not sure that he is right, but even if he were, what evidence is there that schools are responsible for such a culture? Is the decline of the British motor industry to be laid at the door of the British education system? Are the schools resisting new technology in the way the printers were? In any case, is the problem of the decline of industry as simple as Chandler implies?

2. THE POLITICAL CONTEXT IN THE UNITED KINGDOM

May I therefore, by way of example, outline how concern for teacher quality began to be politically significant in the United Kingdom and how once the political bandwagon started rolling it acquired momentum, whatever the colour of the ruling party. Green paper was followed by White paper and sooner or later action was demanded. The 1977 Green paper (Cmnd 6869) was essentially concerned with the aims and content of education and less with the quality of teachers. Indeed many of the DES and Her Majesty's Inspectors' (HMI) publications which followed, for example A View of the Curriculum (DES 1980), The School Curriculum (DES 1981), were all concerned with the structure of the school curriculum. It was not until 1982 that the DES published The new teacher in school, a report by HMI which seemed to cast doubt upon the quality of the newly trained teacher. This was then followed by the White paper Teaching Quality (Cmnd 8836) in March 1983.

The main issues of "Teaching Quality"

What were the main issues addressed by *Teaching Quality?* First the White paper was concerned with numbers, that is the respective number of primary and secondary teachers that may need to be recruited.

Secondly it expressed concern that teachers' qualifications and experience might not match the work they were currently doing. There was little quantitative evidence as to the extent of the mis-match, apart from the suggestion in The New Teacher in School that 1 in 10 of new teachers felt insecure in the subjects they were teaching. However, this figure is based on the limited sample seen by HMI. There was a promise that a survey of staffing would be undertaken probably every five years to keep the extent of the match between qualifications and the deployment of teachers. Thirdly the White paper examined the initial training of teachers. It argued that such training was best carried out in large diversified institutions. It specified criteria for the approval of courses which may be paraphrased as "all courses should contain":

- (a) at least two years full-time study devoted to subject studies.
- (b) adequate attention to teaching method.

Further, the involvement of practising teachers in teacher education was seen as necessary: staff dealing with pedagogical matters should have had recent relevant and successful experience.

These criteria were incorporated into Circular 3/84 which dealt with the accreditation of teacher education

institutions and which set up the Council for the Accreditation of Teacher Education (or CATE).

We can gather from the White paper on *Teaching Quality* that the quality of the teacher is seen to depend on his/her knowledge of what he/she is to teach, on his/her skills at putting his/her subject across and on certain undefined qualities of personality which often make the difference between a successful teacher and an indifferent performer. It is also acknowledged that to maintain quality, inservice education needs to be taken much more seriously than had occurred in the past. I submit that these conclusions, valid as they are, are hardly radical; few of us would dissent from them.

The economic context: TVEI and INSET

The concern for teaching quality needs to be seen in the political context of a government committed to certain economic policies, to which the then Secretary of State for Education subscribed. Thus the slimming down of the whole higher education system is consonant with a policy that has consistently attempted to limit the use of resources by government, in order to release resources for the private sector and to encourage the entrepreneurial spirit. Concern for teacher quality also needs to be seen within a view of education which stresses the instrumental aims of education, that is those aims which relate directly to the economic and social needs of society. The whole emphasis on pre-vocational courses and Technical and Vocational Education Initiatives (TVEI) in schools is a manifestation of the value attached by government to such aims. The concern for an economically relevant curriculum has naturally led to a questioning of the kind of teacher that is being produced. What is his/her subject expertise, what is his/her knowledge of the economic system, how efficient is he/she in terms of fitness for purpose? The White paper Better Schools (Cmnd 9469) published in March 1985 did no more than enshrine most of the policies adumbrated in other documents. It did give a preview of another aspect of government policy, namely the decision to give specific grants for Inservice Education and Training (INSET), again with a view to tailoring such INSET provision to what are perceived as national and local priorities. Again this is entirely consistent with the government policy of stressing the economic and social needs of the nation and of making sure that what is offered is "value for money".

3. THE CONCEPT OF TEACHER QUALITY

The UK White paper on *Teaching Quality* did not go very deeply into the concept of teacher quality. Perhaps this is inevitable, since White papers are

traditionally statements of government policy rather than philosophical analyses of the ideas promulgated. Nevertheless, we need to delve somewhat more deeply into the concept. It seems to me that there are several dimensions to the idea of teaching quality and that no single teacher is ever likely to encapsulate all of them. He or she may nevertheless exhibit quality in one or more dimension. First let me take the simplest, which I shall call the technocratic dimension. This is a teachers' ability to put over subject content of which she or he is a master in a clear and effective way so that the pupils obtain a good grasp of the skills or ideas which are to be taught for use and application. I would suggest that this is most easily measured in such subjects as languages, mathematics, physics, chemistry, biology and possibly certain skills in physical education. Achieving quality in this dimension is no mean feat.

Secondly there is what I would call the initiation dimension, where the teacher's job is not so much to instil a certain body of knowledge, but rather to initiate an interest and possibly a love for certain activities. I see this as applying particularly in the aesthetic areas of the curriculum, in the arts, literature and certainly in development of recreational activities of another kind. This dimension is less concerned with whether they can remember the structure of Brahms' 1st symphony but more with getting them to develop a taste for it, and go on to listen to others.

A third dimension of teaching quality is what I would call the compassionate dimension. Here the teacher is concerned about his or her pupils, their fears and anxieties, their problems large and small, their relationships with peers and adults and the way this affects their learning. The very nature of this dimension means that the teacher is likely to be involved with pupils who in one way or another have special needs. But all pupils at some time or other need this help.

A fourth dimension is what I would term the organizational dimension. The teacher of quality is a good organizer of resources, of departmental meetings, of outings and field work, of games and fixtures and so on. I can remember a teacher of English I had who taught me very little English literature, but was an enthusiastic and successful organiser of school plays and other events.

A fifth dimension, in my view, is that of the teacher as a critic. Here quality involves the teacher in getting pupils to question what they take for granted; to put forward a view which is not the present conventional wisdom; to get pupils to see the possible implications of a policy when only the official outcome has been indicated.

I have said enough to expose my view that teacher quality is a multi-faceted concept. Each facet will interact with the others, so that the permutations and combinations are legion. In practice I suspect that teachers develop in a limited number of dimensions as they realise that for personality or other reasons they are unlikely to develop along all of these. What I also suspect is true is that pupils realise this intuitively and are unlikely to expect their teachers to be paragons of virtue in all these areas. But professional integrity would probably make us demand that the roles assigned to teachers should reflect their quality along some of the dimensions indicated. This multi-dimensional nature of teacher quality also makes teacher appraisal more difficult.

4. IMPLICATIONS FOR THE IMMEDIATE FUTURE

Whatever we feel about the absence of any clear statements in official documents of what a teacher of quality actually is, we need to act to ensure that teacher development goes on. Those responsible, that is the employing authorities, the higher education institutions, the validating agencies, need to think out carefully along what dimensions they wish teacher development to take place. Let us examine the problem in a chronological order. Initial training concerns the institutions of higher education, the validating bodies, inspectors and ultimately the Ministers of Education. The institutions of higher education may attempt to produce a course which they believe will produce a teacher of quality but they need to look over their shoulders to all the other bodies who may or may not have their own criteria. The validating bodies tend to be concerned with the academic respectability (or value) of the courses and their coherence. The inspectors may or may not have a model of teacher education against which they judge any particular course. They may be prepared to be pragmatic in their view of teacher education courses. Is there not a danger that higher education institutions which are in the business of initial training will err on the side of safety and adhere to the criteria held by those in authority at the expense of imaginative development. I am thinking of the personal dimensions of teacher quality which need bringing out in ways which do not conform to a set number of hours of subject study or teaching skills instruction, but may need the kind of sympathetic workshop activity led by lecturers sensitive to student needs. But as we are all aware initial training is but a beginning for most of us. Hence the need to set up programmes of INSET which will ensure teacher development throughout his or her career, though I am

personally painfully aware that this becomes more difficult as one leaves the half century behind. The development needs of teachers should not be interpreted too narrowly to mean short courses dealing with immediate needs and problems. What teachers need most is time. Time to reflect on their past experience and share it with others, time to bring themselves up to date within their own field and within education, time to rethink their approach to teaching in the light of new developments. This cannot be done without releasing teachers for much longer periods of time. Many Masters' degree students who have been seconded for a year's study have indicated how very much more effective this is from the point of view of staff development than short courses. The explanation is, it seems, that they have time to look into issues without the immense pressures which are on them at school.

It is therefore critically important that institutions of higher education and education authorities co-operate to plan out a balanced programme of INSET and to ensure that "value for money" is not interpreted in a short term narrow way which would tinker with staff development but neglect the long-term implications. Thus whilst it is eminently reasonable that most courses should be concerned with the professional development of teachers in order to raise teacher quality, courses which are concerned with fundamental issues in education and which have no immediate pay off should not be eliminated. For the way we run the professionally relevant courses may depend on the development of more fundamental ideas in education. I am conscious, for example, that the way curriculum courses are run has been influenced by the more fundamental debate about the structure and philosophical basis of the school curriculum, as well as by the more pragmatic issues associated with, for example, the concept of a modular curriculum.

CONCLUSION

The issue of raising teacher quality is linked to the economic and social evolution of societies interpreted within a particular political context, not to say ideology. Government policies vis-à-vis the education system and teacher education in particular have veered steadily towards a view of education as having essentially instrumental ends. This has resulted in pressures on teacher education which stress certain dimensions of teacher quality, particularly those concerned with teaching subject matter and skills. At the same time, the emphasis on efficiency is the corollary of the decision to limit strictly the resources available to all parts of the education system, with certain exceptions. The task

which faces teacher educators is not an easy one. It is to ensure that within the bounds of resource allocation the standards of teaching are raised without limiting the horizons of the education process.

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Better Schools through Better Teachers:

A Scheme for Teacher self-appraisal

Elizabeth Adams

Abstract

The author develops the theme of reforming education by reforming methods of assessment which she raised in "New Era" last year by extending the assessment to teachers themselves. While accepting the need for teacher quality through regular teacher appraisal, as proposed in recent official publications, she argues for a scheme of self-appraisal of teachers through Teachers' Own Records, as currently developed in a project she is carrying out with Prof. Tyrell Burgess in England.

Introduction

In an article last year in the New Era¹ on reforming assessment and putting WEF principles into practice, I referred to two official documents from the Secretaries of State for England and Wales: *Records of Achievement for School Leavers*, and *Better Schools*. I discussed at some length the proposals for records at age sixteen but made no attempt to deal with the other paper. During the ensuing year many organisations and intiatives have continued to be concerned with records of achievement, as is shown in a directory published in June 1987 by the School Curriculum Development Committee of fifty addresses including the Burgess/Adams pilot project. Some of the proposals in *Better Schools* have gone further; they have been incorporated in the Education Act, 1986.

Quality of Teaching: Teacher appraisal

Among the problems identified in **Better Schools** is the quality of teaching. It is claimed that "a significant number of teachers are performing below the standard required to achieve the planned objectives of schools" and that "all teachers need help in assessing their own professional performance and in building on their strengths and working on the limitations identified". No member of the WEF will quarrel with the idea of teachers needing help to sustain or improve quality. The question to be discussed here is the means by which quality can be monitored and related problems can be addressed and resolved.

In England and Wales the traditional voice of authority on quality in teaching is that of Her Majesty's Inspectorate. In recording their judgements H. M. Inspectors never identify a particular teacher nor

recommend special procedures. Over the years, however, they have made clear the qualities and characteristics of teachers and schools that they approve. In Education Observed 3, Good Teachers, 1985, they said that "the one undisputed requirement of good education is good teaching". In a later summary in the same series, Education Observed 5, 1987, HMI focus on the need for "a positive climate for the whole school; on the need for the leadership to have clear aims and high expectations ... and a willingness to encourage professional development". Finally . . . "the ethos of the school is grounded in the quality of relationships at all levels . . . relationships characterised by mutual respect ... and by a positive view of teachers as professionals and pupils as learners". Members of HM Inspectorate observe, judge and report to the Department of Education & Science. It is for others to act on their findings. The action that teachers are expecting now is the introduction of a form of "appraisal" of their service as promised in the 1986 Education Act. Any such routine or formal assessment of a teacher's service will be new to the profession. To date, the position is that, apart from HMI, inspectors appointed by local education authorities are often asked to advise their employers concerning the suitability of an applicant for promotion or to examine the grounds for complaint received about an individual. Members of such local advisory services may gain considerable knowledge about the qualities and capacities of particular teachers and heads of schools but they are not required to make routine appraisals.

In recent years, however, investigations have been conducted into the principles and practice of "appraisal", notably, for instance, by the Suffolk Education Department. With funds from the central Department of Education, Suffolk has produced two major reports: Those Having Torches . . . Teacher Appraisal, a study, 1985; and In the Light of Torches . . . Teacher Appraisal, 1987. Numerous initiatives by other local authorities and research bodies have given many teachers some knowledge or experience of appraisal and have given rise to much discussion. Questions about who the "appraisers" are to be, how they are to be trained and what their service will cost have to be faced; while doubts remain as to the suitability of appraisal as a

solution to problems of quality in teachers and schools. And, of course, improvement is possible anywhere: what is under discussion is how to achieve it.

Teachers' Own Records

A scheme for Teachers' Own Records has been begun by Prof. Tyrrell Burgess and myself as a tentative and partial solution to existing problems. We are collaborating in a project aimed at raising teacher morale, enhancing competence and improving the ethos of each participating school. Our proposal is that - regardless of external appraisal, the introduction of national curricula, or of age-related tests for pupils heads and teachers in schools of every size and kind might well keep individual records of their own work at school and of their various educational achievements. Of course, to have credibility, a teacher's own record needs the Head's signature, and a Head's own record, that of his employer. When completed each year these records would belong to the teacher and be for use only at the owner's discretion. A copy would be kept in school for as long as the teacher served there but the teacher would own the copyright.

This project, funded since July 1986 by Education Services, had its origin in the written responses to an article in the Times Educational Supplement in May 1986. Teachers from all over England wrote to Tyrell Burgess asking for details of Do It Yourself Records. In reply, Tyrrell and I invited them to workshops in London and Sheffield to discuss draft record forms and the feasibility of the scheme. During the following year eighteen schools tried out the process of record keeping, sending us their filled-in forms and their critical comments. We have promised total confidentiality concerning the entries on the completed record forms, but in a particular secondary school where the project was undertaken seriously, members of the staff summarised their findings, off the cuff, in such phrases as the following sample:

- * "interview with the head was quite useful . . . I never before had the opportunity to sit down and talk to him properly;"
- * "gives a tremendous sense of purpose and movement *onwards* even if one isn't moving *upwards* in career terms;"
- * "most useful for my recent job application;"
- * "I like the way it has got people talking to each other about what they do and the way they do it;"
- * "I thought I knew the staff of this school after two years, but now I realise I didn't;"
- * "Useful because it made you think for the first time in years of what you are actually doing and the way you

- might be going;"—unless you bother to think you go on in the same old rut;
- * "it has helped me consolidate my ideas and experience."

These teachers — and many others — have undertaken to keep their own records on the lines suggested in the Burgess/Adams materials. They recognise the value of that discipline to themselves as teachers fulfilling particular tasks in their own school and as individuals in pursuit of a professional career. They have also reflected on the quality of life and education in their school and have accepted a positive responsibility for its improvement. At a time of change in education, such as the present, teachers need the confidence that derives from such awareness of their own competencies, as well as the strength that is based on the experience of working with others.

Conclusion

Appraisal has long been an established procedure in the Civil Service, in local government and in many businesses. Teaching, however, has been recognised as different in kind in so far as each pupil presents the teachers with an individual challenge. The general run of teachers in maintained schools appear to find the idea of appraisal full of punitive repercussions. So far, moreover, there is no evidence of its efficacy, let alone its cost effectiveness, as a means of identifying incompetent teachers and unsatisfactory schools. Still less is there any evidence of any positive contribution of teacher appraisal to the development of better schools. By contrast, the system of Teachers Own Records, with its emphasis on personal reflection in collaboration with professional colleagues, is being shown to pay dividends in terms of quality.

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Teacher Appraisal

Diane Montgomery

Abstract

The author reviews contemporary methods of teacher appraisal in the light of current concern in the U.K. regarding teacher quality. She describes research on the appraisal of teacher performance at Kingston Polytechnic, which has been conducted over the last 10 years as part of the Polytechnic's Learning difficulties research project. This experience has taught that teachers (and others) will grow and develop best from their strengths, not their weaknesses. She considers what makes for effective teaching in the light of this research and also current government guidelines, and formulates a 10 point appraisal system illuminated by three guiding principles and the project's "tactical lesson plan". She goes on to evaluate this performance appraisal system and describe its benefits to practising teachers.

Rather than an ordeal to be feared, the author concludes that "appraisal can be wonderful": a confidence building and career enhancing exercise.

Introduction

Appraisal of teachers has become a major topic of conversation in British schools since the former Secretary of State for Education, Sir Keith Joseph, proposed that, as part of the process of accountability in education, teachers themselves should be appraised ¹(Joseph 1984). He later linked appraisal with remuneration, next enhancement, and then career development ^{2,3}(Joseph 1985, a,b). A similar profile of discussion has taken place in the media and learned journals, although considerable evidence already existed on the subject and the surrounding problems.

The review by Stenning & Stenning ⁴ (1984) also identified the same purposes of *appraisal*, *reward*, *promotion* and *performance enhancement*, and others such as Handy ⁵(1972) have warned about what has happened when different systems are implemented. In England we need but little research to conclude that there would be insufficient money available to reward all the teachers for good performance who deserved it. This would mean that the emoluments would have to be either so thinly spread as to become unnoticeable or given to only a few of a larger group who all merited it. This could be a recipe for strife as was found in some of the American experiments.

One of the greatest difficulties with a reward system or one using promotions as rewards is that the criteria for their award have never been successfully elaborated or agreed. In addition, promotions in a period of contraction such as we are witnessing now, with falling school rolls, would be hard to come by and thus could hardly prove an effective tool for change with or without adequate criteria. Promotion-induced change brings about a rather slow "top-down" and imposed reordering rather than the evolutionary growth from "bottom-up" systems or from whole school responses.

Thus it is that the emphasis has finally centred upon appraisal as part of staff development programmes with the intention of enhancing performance without reward and to make each one accountable for their work in the organisation. Even without reward, however, financial investment is involved, for appraisal takes time and time is money. Without this money, progress with appraisal has been patchy and slow depending on local and individual initiative.

Performance appraisal issues and problems

Performance appraisal has not proved to be easy to accomplish in education. There are two main factions, those who support a desk-based review and targetsetting in a structured interview, a system typically engaged in by industrialists, and those for whom appraisal of teaching performance derived from classroom observation comes as the priority. Those supporting this latter system are mainly the teachers themselves. It can be argued that, in the ensuing discussion after the observed lesson, the additional factors such as role and responsibility can be examined and targets set, and so the second strategy easily incorporates the first. It is, however, Patterson's view ^o(1985) that a teacher's classroom performance does not need to be observed in an assessment of competency. This is not surprising since, as a representative of a business company selling appraisal to Local Education Authorities, he would not be versed in teaching and could not be expected to be so nor to perceive the significance of observing it. It has to be the job of the professionals, the teachers, to deal with performance appraisal but, as will be seen, even they are puzzled about how to do it fairly and objectively. Even the recent Suffolk Report '(Graham 1985), commissioned by the Department of Education and Science, refers to and comments on only two classroom performance appraisal systems. One was American and uses samples of videotapes to focus discussion 8(Hunter 1985) and

the other is outlined in the following pages ⁹(Montgomery 1984). In the review and register of appraisal being undertaken in schools and colleges ¹⁰(Turner & Clift 1985), it was found that only a small proportion of the schemes involved appraisal of teaching performance. Thus it can be inferred that there is considerable reluctance to engage in appraisal of teaching, even by the professionals. Why is there this reluctance? According to Wragg ¹¹(1983), there is no coherent theory of teaching, and thus few teachers, including those who train them, know what it is they should and could be doing in the classroom. Teachers do have global aims such as "developing each individual to his or her full potential", "instilling a love and desire for knowledge and culture", and so on. What seems to be lacking is any idea about how these aims may be converted to tangible objectives, and then no idea of the best means of ensuring that these objectives are met. When teachers discuss these issues on in-service training courses or are observed teaching, their primary if covert aim appears to be to cover the syllabus for the examinations through a large amount of note-taking, copying and learning at secondary school level. At primary school level, they set out to teach specific but smaller bodies of knowledge and skills. These are highly questionable activities and objectives, if they are the only core of teaching wisdom we possess. Making checklists and rating scales related to teaching such information and skills has led to vast lists and matrices for checkers to fill in, or to over-simplified and arbitrary lists, leaving much to the skill of their interpreter or his or her personal preference and bias.

It is no wonder that many teachers fear appraisal. The fear seems to be born of all those frustrating and difficult experiences in training, and in fear of the unknown and untrusted.

Too many teachers have experienced supervision by an imperious person barely known to them who left them a set of notes with six or seven weaknesses for them to correct before the next visit. Some complain of never being seen to teach at all, or of quick visits of ten minutes, a "reassuring" chat, or notes of no practical use at all. The lack of coherent theory and patchy supervision would hardly give these teachers the feeling of being adequately trained and must lead to feelings of insecurity, especially when under scrutiny as a "trained" professional. Other teachers who had great confidence that their subject degree studies would provide them with the necessary skills for teaching find so often that these do not match with the needs and demands of the pupils, and this too leads to great insecurity. Contrary to belief, some courses do teach their trainees to teach

¹²(Hadfield 1986), supervise them well and give them a good grounding in how and what to teach. These teachers do not suffer insecurity about their performance, only about the performance and competency of their appraisers who may not have been so well trained. This is the major credibility gap which concerns all teachers — who will be their appraisers and are they competent and respected professionals themselves? Second order priorities are who will train the appraisers and how, and will they have the time and necessary interest to do the job?

It is little wonder that to deal with appraisal many schools have decided to proceed with the safer and less complex area of review in a structured interview. In this form of appraisal without classroom observation, teachers are also too well aware of the other credibility gap. This is the gap between what actually goes on in the classroom and that which appears to, or is said to occur and is discussed at interview. It is an adminsitrator's model.

Teachers' fear of appraisal, and this is widely felt, is also based upon a number of misunderstandings as well as fear of the unknown and the incompetent. There is a fear that appraisal may be turned into a device for weeding out incompetents. In each appraisal system safeguards should be built so that appraisal and disciplinary procedures are kept entirely separate and that an individual, at any time, knows precisely where he or she is in respect to both ¹³(Montgomery 1984, 1985). Last but not least of the fears is the expectation that the whole experience can only be unpleasant and threatening. This should not be so and these fears can also be overcome, as will be explained.

Checklists and rating scales in performance appraisal

These instruments are widely used in colleges where teachers are trained but there is little agreement across institutions, or even within them, about the construction of these scales. They are used as an approximation to order a system in what could otherwise be a wholly subjective activity, not responsive to any form of verification as with the "insight brigade". Those in this category affirm that a teacher is good or bad by "just knowing it is so".

Well-constructed checklists and inventories provide useful supporting evidence to good or poor teaching statements; but the more they appear to be concerned with contents and the less with processes, the more likely it is that success may be achieved in each category but that the lesson could still be a poor one. Some appraisers advocate the straightforward observation and recording of a lesson but no observer can record everything and so is obliged to be selective. What we select may be quite different from another observer, and in our studies we have found there is an overwhelming emphasis by teachers before training on the negative aspects of lessons and a defect-centred orientation. Observation and recording which is unsystematic or unstructured can lead to chaotic discussions about arbitrarily determined events, or may present a biassed account of a lesson filtered by a particular observer's predilections and interests.

Checklists and rating scales introduce system and order into an appraisal session, but the rating and listing may be satisfactory to both the appraiser and the appraised, whilst the lesson was in fact very poor. For example, consider the statement:

The class control could have been achieved because the observer was the deputy head and the pupils responded to the status role by being quiet and attentive; the teacher warned the pupils what was afoot and that they would suffer greatly later if they were to misbehave; the teacher told the pupils and they agreed to be good so that they could continue in their bad behaviour later; the teacher was one whom the pupils greatly feared. The class would be under control but a checklist and a rating scale carry with them no rationale for interpretation and guidance, no theory about "ought", only a cheklist about "is". If there was absolute silence during a lesson, some would consider this to be "good" control, whilst in a lesson where there was a genuine group discussion, it might mistakenly be considered by the same person as poor control. The former, it could be argued if it was through fear, was bad control, whilst the latter was good control derived from legitimate discussion about work.

In order to overcome these difficulties, it is suggested that the appraisers need training, and any checklists and criteria need negotiating in the appraisal session. At least this would mean that each would be rating in the same way in relation to the list and would share common understandings. However, these understandings might still be inappropriate and even wrong in terms of learner needs, it being so concerned with teachers.

It is suggested that a theory and practice of teaching and learning needs to be defined as well as a system of appraisal, otherwise we are in the situaiton described by Kant where "practice without theory is blind".

Research on Performance Appraisal at Kingston Polytechnic

For more than five years, research has been undertaken at Kingston Polytechnic on the appraisal of the performance of qualified teachers as part of the Polytechnic's "Learning Difficulties Research Project". This experience has taught that people will grow and develop best from their strengths. Pointing out weaknesses and making a list of faults to be remedied seems to have the reverse effect. It appears to engender negative feelings towards the appraiser and the situation and often creates hostile reactions and refusal to change. The power of this negative response of the appraisee is often underestimated and, even more often, goes unobserved. One instance which we recorded of this chain of events was of a deputy head appraising a probationer. He began his appraisal interview, after observing a lesson, with: "I thought your introduction was a bit weak." The rest of the session was positive and helpful but the probationer remembered only one thing, the "weak" intoduction. To her nothing else mattered and she felt it was totally unjustified. In the appraisal interview, she could not marshall her argument, nor was she given any real opportunity to do so. It took many days for her to calm down and regain her confidence, so that we should be allowed to use our appraisal system with her as had been planned before this unfortunate intervention.

If appraisal is to be effective, then it needs to be positive and supportive. It is too easy to be critical and negative when analysing such a complex activity. In my view, appraisal should be about *prizing and valuing* the best features of a teacher's performance for people grow best from their strengths. Teaching itself is such a complex and dynamic set of interactions that any one of us, however good, is unlikely to perform perfectly for each and every appraisal or for that matter in any lesson.

Each appraiser, even when using the same set of guidelines, brings to the situation a different emphasis and experience and may evaluate the same lesson in a somewhat different way. What needs to be achieved in all this is a method which seeks out good features or potential growing points in teachers' performances, however limited, and then a system which will encourage them to build upon these strengths and lead them, or show them, how to do so. It is easiest for people to learn from a situation which is positive, in which he or she is told that X and Y were good and that to do more of them will improve the overall performance, than to be told that A and B were wrong or bad and not to do them any more. In the second instance, teachers know what not to do but may have no notion of how to replace them with anything else. This puts them in a much

more difficult situation, and they either fall back on the undesirable habits or are forced to reject the advice because they are now finding they have made their situation worse.

The whole style of supportive, positive and, as will be seen, developmental intervention is very much in the tradition and spirit of W.E.F.

The performance appraisal theory and practice Over a period of about ten years, more than 1000 lessons have been observed and appraised, first with trainee teachers and now with experienced teachers, in appraisal programmes in schools. Appraisals have taken place in nursery, primary, secondary and higher education. These experiences have enabled the distillation of a number of essential attributes and strategies of effective teaching to be determined and shared with colleagues during the appraisal sessions.

Effective Teaching

This is considered to be that which contributes to successful lessons or learning situations. assumption made is that, if the teacher has taught, then the pupil must have learnt. A successful lesson would be one in which the pupils learn in a congenial stimulating environment most of what the teacher intended. They should also be stimulated to go beyond this on their own initiative to pursue the subject, thought or argument after the lesson has ended. The focus is thus upon pupils' learning both dependent upon and independent of the teacher's teaching. The teacher may thus have many roles in the pupils' learning according to group and individual needs, e.g. teaching, organising, facilitating, managing, collaborating, administering and following, often standing back to allow pupils to lead or teach from nursery through to higher education. One method which teachers frequently use at all levels is lecturing, or "telling" ¹⁹(Scott MacDonald 1971). This carries no implicit assumptions that the listener has learned and is the least effective mode of tuition, and yet teachers most often adopt this as a way of imparting knowledge, especially in the introductory phases of their lessons or in "teaching" inputs with younger pupils, and even in conversational exchanges in the nursery.

The Theory of Teaching

Analysis of the "Aims in the School Curriculum" ¹⁷D.E.S. 1981, together with considerable experience of and reflection upon teaching and pupils' learning has resulted in the proposal of a "Model of Modern Teaching" ^{15,16}(Montgomery 1981, 1982) which underpins much

of the training of teachers and the special needs projects at Kingston. The appraisal system and the special needs programmes have been adopted by many schools and colleges throughout the country.

In essence, the central objectives in teaching are stated as follows:-

- 1) To enable the pupils to think efficiently whatever the subject content or skill being taught.
- 2) To enable the pupils to communicate their thoughts succinctly in whatever medium is appropriate.

The different contributions to thinking and communication by *both* cerebral hemispheres is emphasised and subject content and subject skills are not neglected for one cannot think in a vacuum. It is only the emphasis which has been changed and placed upon the processes by which effective learning takes place, that is in the meaningful relationship to direct and personal experience. It is concerned with *Processes in teaching* and how effective learning outcomes may be achieved ¹⁴(Gagné 1977) rather than with *Product orientated* or *Expository methods* of teaching.

These latter are often more accurately described as mini-lectures requiring passivity in the learner and are followed by various forms of writing exercises with a low order of "brain engagement".

The practices of the appraisal system (The 10 point plan)

- i) The teacher should volunteer to be appraised.
- ii) A complete lesson/session must always be observed.
- iii) The teacher must be allowed to select the session to be appraised.
- iv) The appraiser should record in detail every instance of the occurrence of examples of the three principles C.B.G., P.C.I., and 3 M's (explained subsequently).
- v) Every record should begin with a positive statement such as "Good. I liked the way . . . "
- vi) The appraiser should keep a very low profile in class, appearing if anything as teacher's aide.
- vii) Immediate feedback is essential. When the lessons end, the feedback session must take place immediately in a private and pleasantly comfortable room.
- viii) The appraiser should offer tension release by first asking the appraisee how the lesson went.
- ix) The appraiser should then read through the written record, negotiating meanings, discussing strategies, offering suggestions in a dialogue

between peers. It should not be an inspectorial inquisition.

x) A reappraisal should take place within 6 weeks, particularly where enhancement and staff development are the goals.

The appraisal interview should be a relaxed sharing of the details of the session. The record will, because of its detail and timed sequence, reconstruct in both minds the events of the lesson. It is far more effective in this respect than a video-recording, and teachers are very often too nervous at first to be recorded. If videos are made, we find that these are best given to the appraisee to look at in private and then viewed and discussed two or three days later. Even greater consolidation and enhancement takes place in this way, but then there is a trebled time investment.

The three principles of the appraisal system

There are three principles which are concentrated upon in the appraisal record for these have been found to prove capable of enhancing teachers' performances in the classroom. These are:-

1. C.B.G. Catch them being good:

Every time the teacher praises, smiles, nods at, stands near, paraphrases a pupil's response, this is considered to be supportive action. If the incidence of C.B.G. can be increased, then lessons can change from failure to success ^{18,19,20}(Becker & Madsen 1967, Scott MacDonald 1971, Wheldall & Merritt 1984).

2. P.C.I. Positive cognitive intervention:

Each time the teacher invokes a brain-engaging response or offers an activity which does this, then this is recorded and the teacher is complimented.

3. 3 M's Management, Monitoring and Maintenance:

These are three strategies which every successful teacher uses to gain effective class control and which ineffective teachers need to be taught. When the teacher uses them this is noted, or examples are given of when and how they could have been used when difficult situations arose.

A task analysis of the lesson is also undertaken in the discussion, showing how it was constructed according to the project's *Tactical Lesson Plan*. Together, these four elements have been shown, after two appraisal sessions, to be able to convert teaching failure into teaching success. In very difficult cases where there are personality problems as well, then more training input and support is required but success can still be achieved.

Evaluation of this performance appraisal system

A pilot study in evaluation was undertaken in 1983-1984. Four teachers in serious difficulties were systematically appraised and four deputy heads in their two secondary schools were also trained in the system and acted as independent assessors in each other's schools. After the two appraisals with the six week gap, all four teachers, two probationers and two experienced teachers, were performing successfully in the classroom. Success was evaluated both qualitatively and quantitatively, using a criterion-referenced rating scale. The differences pre and post intervention were significantly different (p.=01) with teaching skills higher on the second occasion. The pupils were recorded as learning more on this occasion and working harder. The appraisees themselves could see improvement after this form of appaisal whereas in the previous six months before the project began their performance was declining, although they were receiving help and support form the schools.

A research project has been funded by Kingston Polytechnic with a full-time research assistant to produce more publicly verifiable evidence based upon component analyses of the records and judgement of randomised samples of pre and post video-recordings of lessons by experienced panels of teachers.

The benefits of this performance appraisal system

The main benefits of this system are that not only does it help the teacher in difficulties to become successful but that it has proved beneficial to successful teachers by consolidating their skills and providing them with a knowledge of why and how they are successful.

The system is suitable for use across the age ranges from nursery to H.E., and across subject boundaries from craft design technology, P.E. and typing to R.E., Maths, English and Geography. It has been tested and evaluated in each of these settings and the teachers themselves have affirmed its usefulness to them. The major but unexamined potential of appraisal which we have found is that this kind of supportive and detailed conversation about a lesson is often the only interest that a particular teacher has ever felt has been taken. It is a highly motivating and satisfying experience if the appraisal is done well, and the teacher at the end of it should feel exhilarated, pleased and determined to achieve greater things. The targets in such a case will have been clearly identified and the ways of achieving them discussed and understood.

This need for success and satisfaction by teachers should not be denigrated nor should the system be thought "soft". Weaknesses are not ignored, the teachers will either tell you them once they relax or by contrast they become apparent when strategies for dealing with incidents, difficulties and contents etc. are discussed—there is no need to call them out or underline them. The records thus contain the instances of the appraiser "CBGing" the appraisee, an indication of content and form within this and suggestions for trying other ways of doing things or dealing with them,

e.g. "Well done, plenty of support given to Tracy when she tried to help. Try your quiet voice when naming Darren, it worked very well last time. You do not want to tire yourself."

Another benefit has been seen in the appraisal of all the staff in an infants school where it was noted that 3-dimensional Design would benefit from some attention in their in-service development programme. A year later, the school has gained national recognition for its work in this area.

In Summary

Appraisal, if it is supportive and constructive, can be a powerful motivator and offer job satisfaction in a period when rewards and promotions for teachers have declined. It can be beneficial to the school as an organisation by allowing whole school policies and inservice developments to be planned on the basis of known needs. Most importantly, supportive appraisal can enable teachers to adopt more constructive and supportive attitudes to their pupils so that their school lives can become satisfying and interesting, no longer dogged by fear of failure and resentment.

When teachers volunteer to be appraised and find it supportive, even therapeutic, they persuade their colleagues to join in. There is no need to impose this form of appraisal in a school, once it begins others want to join in and then, finally, no-one wishes to be left out. Indeed, according to Norma Hadfield, the project's research assistant ²¹(Hadfield 1987), "Appraisal can be wonderful".

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Appraising Managerial Staff in Schools

Norma Hadfield

Abstract

The author describes the results of a research project into appraising senior teaching and managerial staff in schools using two different methods: the repertory grid, and criterion referenced rating scales. Preliminary findings indicate that the former method is more effective. This conversational negotiation of personal meaning is recommended for appraising headteachers and managers in schools.

Introduction

In the course of a year spent applying the method of appraisal and enhancement of classroom performance pioneered by Diane Montgomery in the Kingston Polytechnic Research Project it became apparent that the method is most effective in improving teachers' performance and determining whole school development needs. A wide range of schools was visited and thus the appraisal method was used with many different levels and styles of teaching. Those teachers appraised made gains in self-awareness which beneficially affected their perception of their performance and also improved their effectiveness in the classroom, as later visits demonstrated. In general the appraisees appeared to have gained in confidence, self-esteem and direction, and to have replaced any apprehension they may previously have felt with feelings of trust and pleasure.

The recognition of the effectiveness of this method raised some interesting questions, and a research project has been set up to examine some of the issues. Among these questions were: Do other forms of appraisal lead to an increase in self-awareness and changes in performance? Is there a correlation between a teacher's perception of his or her performance and the performance itself? Is a teacher's attitude to appraisal always changed by the process?

Two methods of appraisal are being examined and the findings will be compared to those of the main research project, which uses the Montgomery ^{4,5}(1984, 1985) method. This method consists of a classroom observation followed by a review session in which all the positive aspects of a teacher's performance are detailed, and a theoretical framework of strategies offered. Using these guidelines the teacher is encouraged to assess his or her performance, and by engaging in a "learning conversation" become a self-organised learner. "Self-organisation in learning consists of the ability to converse with oneself and others about the processes of

learning; and to preview, search, analyse, formulate, reflect and review on the basis of such encounters." ⁷(Thomas and Harri-Augstein. 1985)

The Repertory Grid

A method of evaluating and developing teachers' perceptions of their performance, which also stresses the importance of developing "learning conversations" is that offered by the use of the repertory grid technique ²(Kelly 1955). It is a conversational method originally designed as a therapeutic tool, which has been elaborated and developed with or without the use of computer programmes, by the Centre for the Study of Human Learning at Brunel University. A repertory grid, so called from the idea that each individual has a repertoire of personal constructions of experience, is a technique enabling people to explore their thoughts and feelings in their own terms.

The first step in eliciting a repertory grid is to decide on the purpose of the grid. The next step is to identify the "elements", those items of personal experience relevant to the purpose, in the course of a conversation during which the researcher notes down these items. These elements are then presented, usually in series of threes, to the subject/teacher who is then asked to carefully consider these three elements, and to find a way of expressing how any two are alike and the other different. This process of evaluation, discrimination and alignment, the making of "personal constructs", is applied to all the elements, and the differentiations or "poles" are recorded on a grid. The completed grid is usually very interesting and stimulating to the person experiencing the grid evaluation and the insights gained thereby can be profound. Further analysis can reveal to the person more of the ways in which they personally construe the world. Re-examination and re-negotiation of a grid after a length of time can provide a way of measuring changes in perception.

When applying this technique to the area of teacher appraisal it was decided initially to limit the area of examination to classroom performance, and possibly to just the observed lesson. However, when negotiating the purpose of the grid, although most teachers opted to examine their classroom performance, since that was the specified research area, interestingly several teachers asked if they could examine their relationships with members of their department, pastoral group, or man-

agement concerns. Usually those were teachers in positions of responsibility who felt that their classroom performance was causing them less concern than personal and management issues. So it was agreed that repertory grid technique would be used for examining teachers' perceptions of their roles outside the classroom, as well as their performance within.

Criterion-referenced rating scales

The second method of appraisal undergoing consideration by this research project is the use of criterion-referenced rating scales. Several versions have been experimented with, following the same pattern established with the other appraisal method. Again, a lesson is closely observed, and in a review session afterwards the teacher examines his or her performance with the researcher, but this time using a provided list of criteria and ratings with which to assess his or her performance.

So far none of the criterion-referenced rating scales have proved satisfactory. However they do provide a structure for a conversation, but the conversations in these review sessions do not appear to have a stimulating or positive effect when used by the researcher, although a headteacher using one might have greater power to reinforce and check up on "targets" selected for development. There does not appear to be any widely-used rating scale in teacher appraisal, and the construction and validation of them is lengthy and expensive. Teachers and appraisers would need reassurance of wide research and testing in construction before accepting this tool for appraisal ⁸(Trethowan 1987).

One interesting aspect of the research is that it does seem to demonstrate that teachers' perceptions of their performance are generally sound. There are very few teachers whose assessment of their performance on the rating scale is widely divergent from the reality, and they appear to be those who are barely competent or failing. Generally there does seem to be a close correlation between a teacher's perception of his or her classroom performance and the performance itself. If there is any discrepancy, it is a tendency towards modesty or undervaluation. Perhaps this is a reflection of the present devalued status of teachers in their own and society's view.

Some interim comments

Although it is too early to forecast the final outcomes of the research programme it is possible to make some interim comments. The most remarkable aspect has been the efforts teachers have made to accommodate the research project, and the high level of cooperation and support offered.

All the teachers who have taken part, apart from non-teaching heads, have been observed and video-recorded whilst teaching, and have then given up free time or stayed after school for the review sessions. These review sessions appear to be very useful to the teachers. Indeed many say it is the first time since qualifying that anyone has discussed their performance with them. A willingness to give up personal time to continue conversations, and invitations to visit other classes, often described as "difficult", appear to indicate a lively interest in self-development. This openness to learning and sharing is most exciting, but also must highlight an area of concern — the presently unfulfilled need for this type of activity in schools.

There is normally very little time in a busy school for extended conversations, but the level of interest, the length and depth of some of the conversations reinforces the awareness that such exchanges are therapeutic and enlightening. Although the conversations in the review sessions are focused mainly on the actual teaching performance, many teachers mention areas of concern outside the classroom which can affect their performance. This need to talk and be listened to sympathetically indicates, it seems to me, how isolated many teachers feel, and suggests that there should be a member of staff, particularly in large schools, whose role consists entirely of providing listening support for all staff, teaching and non-teaching. It is unlikely that sufficient funds could be assigned to the provision of such a mentor, but in-service days could be devoted to the development of listening and other inter-personal skills, which would benefit the pupils as well as the staff.

It would appear imperative that any appraisal system should demonstrate a positive, developmental approach and devote ample undisturbed listening time to review sessions. The benefits and improvements that could and should accrue from such a supportive scheme are exciting and important.

Thus far the research programme has shown that the repertory grid technique does not appear to specifically enhance teaching performance, nor does the use of rating scales, but it does seem that the elicitation of the grid crystalizes a teacher's awareness of the present situation and highlights his or her needs, whether it be for action or development; jobs have been applied for, courses applied for, meetings intitiated, room changes implemented, resignations offered, habits broken and strategies altered. It could be argued that these are normal occurrences, but most of those who have completed a grid have stated that the effect of doing so

was to consolidate their awareness and clarify their present position and prompt some form of developmental action, whether it be in the classroom or in other areas of their school life.

The repertory grid technique's drawback is that it can take a long time to complete a grid, particularly if the subject reflects deeply on the similarities and differences of their items of personal experience. Yet those who appear to find the process most satisfying and significant are those who are prepared to give serious attention. In two cases, where the teacher did not appear to bring any intellectual effort to the process the results were of superficial interest and not apparently instrumental in increasing self-awareness or improving performance.

A comparison of this method of setting up a learning conversation with that of the main project seems to suggest that the Montgomery method is particularly effective in improving classroom performance and teachers' perceptions of their effectiveness, whereas repertory grids appear to offer a way of clarifying issues and relationships and enabling decisive action to be taken, if that appears to be necessary. Those headteachers and senior management members who have experienced the process of eliciting a grid appear to find the experience worthwhile, since they urge other colleagues to find the time to experience the negotiating of their own grid.

Conclusion

It is this conversational negotiation of personal meaning that suggests that repertory grid techniques could be used in the appraisal of headteachers and managers in schools. Advisors could perhaps be trained in applying the technique to a group of headteachers, since the grid system can be tailored to provide personal dimensions to areas of commonality of interest and responsibility. For example, it has recently been adapted and applied in the setting up of two pilot schemes for the appraisal of all levels of employees of a government service industry.

The question of who appraises headteachers has been raised many times, and interesting solutions have been offered ^{3,8}(Metcalfe 1985, Trethowan 1987). Repertory grid techniques would appear to offer a beneficial, enlightening method of appraisal at this level of school management that would not be too difficult or expensive to implement.

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In-Service Training of Teachers:

Issues and Trends

Svatopluk Petraček

Abstract

The author gives an international overview of the in-service training of teachers (INSET), beginning with an analysis of the concept of INSET, and of its importance in all education systems. He goes on to give an account of the state of the art of INSET. This review leads to a clarfying of the concept of INSET, and a highlighting of criticisms of the deficiencies of present INSET programmes. The author then examines the objectives of INSET, stressing its importance in the lifelong and continuing education of teachers. He analyses INSET'S functions, which he sees as sixfold, before considering its structure, which he believes corresponds to that of pre-service teacher training. He delineates two types of INSET model: the institutionally initiated and the teacher intitated, and concludes by evaluating INSET and identifying trends in its development worldwide.

A useful index of addresses of organizations concerned with teacher training is appended.

Introduction: The concept of the in-service training of teachers

The pre-service and in-service training of teachers is one of the fundamental components of their lifelong education. Systematic attention is devoted to the maintenance of these training systems in individual countries in accordance with their particular socioeconomic systems.

Individual countries conceive the in-service training of teachers in different ways. However, they always proceed from the educational principle — verified in both theory and practice — that the teacher is an irreplaceable agent of the educational process at all levels of the education system and in any type of educational facility. Another established principle is that the quality of education depends to a decisive extent on the quality of the teacher's personality. It follows from this that a teacher is only able to fulfil his educational duties when he or she is both well-prepared for the profession and able to improve his/her skills through lifelong education.

The very concept of the in-service training of teachers provides answers to the two following questions:

- 1. Why is the in-service training of teachers organized?
- 2. What are the main objectives and subject of the organized in-service training of teachers?

Both questions are considered to be interrelated. Consequently, the question of why in-service training systems are organized for teachers will govern decisions on their objectives and their public. The answer to the question concerning the main objectives, and the public, of in-service training of teachers in most cases will provide answers as to why it is organized.

The purpose of an in-service training system for teachers consists first of all in meeting the following challenges:

- the changing requirements imposed by society;
- the changing requirements imposed upon education systems, teachers and other educational personnel;
- changes of a historical, political, socio-economic or demographic nature;
- the requirements imposed upon the teacher's qualifications by the educational sciences and improvements in the level of performance of the teaching profession.

The in-service training of teachers promotes their ability to differentiate, maintain the internal dynamic of their profession, improve the quality of the education system, assume proper attitudes and increase the standard of teaching within the framework of reforms to the education system and innovations within the educational process.

Previously, it was assumed that the principal purpose of the in-service training of teachers was to increase their professional standard and that, in fact, it was the continuation of their pre-service training. Under normal circumstances their training should have been completed before their entry into the profession and would be realised by the achievement of the official qualifications. In-service training would then consolidate the practical experience of teachers with intermittent courses throughout the whole of their careers.

Opinions vary, particularly on the question of whether initial training already forms part of in-service training. In fact there is no clear-cut distinction between initial training and the in-service training of teachers; frequently the former is fully integrated into the latter.

There have been a number of efforts in several countries to unify to an optimal extent the recruitment, initial training and in-service training systems for teachers within the concept of lifelong education. This should ensure continuity from their first interest in the teaching profession via basic training in a teacher training institution up to the various forms of in-service training.

In-service training of teachers — the state-of-theart

Since approximately the mid-1970s the in-service training of teachers in many countries has been conceived as a comprehensive system. A strong impulse towards greater interest by individual countries in the concepts of in-service training for teachers was given by Recommendation No. 69 adopted at the thirty-fifth session of the International Conference on Education (Geneva, 1975). The special theme of this session dealt with the role of the teacher in the changing world, including their lifelong education. In-service training was conceived as a component in their lifelong education which, together with pre-service training, formed one integrated whole. The thirty-sixth session of the International Conference on Education (Geneva, 1977) reconsidered the problems of the in-service training of teachers, particularly from the point of view of identifying their information needs and enunciating the right of teachers to information and to the possibility of in-service training.

All national and international initiatives and activities in the field of teacher education which resulted from these conferences concentrated mainly on teachers from the first and second levels of education — the most numerous category of educational personnel — as well as on establishing contacts between these schools and society, between teachers and pupils. However, they did not pay adequate attention to the problems of in-service training for teachers at the third level — higher education. At the end of the 1970's we witnessed more interest in activities aimed at improving the systems of in-service training for higher education teachers and, in this respect, mainly for the staff of higher education teacher training institutions.

At present the question of in-service training for teachers, in its broadest sense, is the centre of concern in the framework of discussions on the development of education systems. It has attracted the attention of numerous national and international professional groups and organizations with widely different interests. This has resulted in the need to improve the coordination of national, regional and international activities and their subordination to a certain general concept of in-service teacher training in the context of their lifelong education:— encompassing their

recruitment for the teaching profession, their pre-service training, and all types of in-service training, in accordance with the educational policy of each country and taking into account the accepted international norms and recommendations.

Considerable attention is devoted to the clarification of the role which teachers and school administrators should assume in the field of in-service training. These efforts should lead to the creation of new, viable concepts for in-service training. Therefore, specific measures are called upon to assist the teacher in adapting to the changes ensuing from the political, socio-economic and cultural development, each bringing new requirements concerning the teaching profession, the formation of the teacher's attitude and the improvement of the national education system.

It is difficult to generalize on the purposes, forms, methods and levels of in-service training for teachers owing to their variety. There is agreement, however, on the following aspects: there is growing interest in finding a suitable form of in-service training for teachers; the existing systems are not yet able to fully satisfy the needs of society in this field; there is keen interest and much activity devoted to improving the quality of in-service training for teachers within the context of their lifelong education.

It is also evident that, besides the specific social needs, the concepts of in-service training are also under the influence of many other stimuli which cannot be ignored. Thus, for example, in-service training is influenced by the changing needs and aspirations of students, by the experience gained by the teacher since beginning his career, by the sum of the teacher's experience in relation to the improvement of the subject specialization, by the outcomes of the teacher's self-education, by the results of self-critical professional evaluation, etc.

In the process of clarifying the concept of in-service training several factors influence the situation to varying degrees depending on the national context: the moral involvement of teachers; incentives; the amount of coordination between pre-service and in-service training; the significance attached to individual courses; the administrative and legal regulations in force in the field of education in the respective country; the attitudes and opinions of those who carry out in-service training; the attitudes of teachers toward the concept of in-service training; and their role in its implementation.

At present, a number of criticisms have been levelled at particular aspects of in-service teacher training. For

example, an improvement is required in the procedures connected with approving the forms and content of inservice courses, particularly concerning adequate consultation of teachers and their representatives. Other critical remarks concern: the failure to satisfy the demand for courses on specific topics; the small variety of programmes compared to the spread of knowledge and experience among teachers; selection procedures for participants in the in-service training courses; insufficient evaluation of in-service courses; the relationship between in-service training and functional and financial rewards for teachers; lack of differentiation between teachers following different types of training (i.e. those involved in self-education; the teacher participating in a course; those conducting research; etc.).

Deficiencies are also reported in the administration, organization and planning of in-service courses for teachers, in defining the objectives of individual forms and types of in-service training; while insufficient attention has been paid to factors which limit the availability of resources. A greater balance between the individual components of in-service training is also required.

Efforts aimed at the improvement of the in-service training system for teachers run into a number of obstacles. This concerns particularly innovatory programmes that are retarded by financial restrictions, teacher surplus and unemployment in some countries; the minimal financial means made available for inservice training, especially as concerns its more demanding and more costly forms; insufficient moral and material incentives for teachers participating in courses, leading to a lack of willingness to participate and even a certain distrust of the actual effectiveness of in-service training; scepticism concerning the ability of the ever-more qualified teacher to improve social relations; and last, but not least, criticism of the quality and effectiveness of the forms of in-service training made available to teachers.

Objectives and functions of INSET

The objective of in-service training for teachers is to change their personality and behaviour in positive ways. Consequently, from the psychological point of view, it means changes in attitudes, level of knowledge and skills. In view of the work that teachers have to perform these changes fall into the six functions of compensation, adaptation, requalification, extension, specialization and innovation. These are considered in turn as follows:

1. Courses for mid-career teachers have a compensatory

function since they fill the gaps in the teacher's qualifications; this is not in-service training in the full sense of the word. It corresponds to it from the viewpoint of time as it is carried out during the performance of the teaching profession. A specific form of compensatory education is the supplementary study through which specialists from professions other than teaching (such as technicians, engineers, etc.) are prepared for the pedagogical application of their profession. In connection with the concept of lifelong education, it is also significant to note that some stages or branches of training are sometimes transferred from the pre-service to the in-service period.

- 2. The Adaptation function also has a limited application and is orientated to the needs of the beginning teacher. In a number of countries it is necessary to complete inservice training of this type in order to receive professional recognition. This form of in-service training concerns mainly the pedagogical skills of teachers and is closely connected with finding solutions to actual teaching situations facing the young teacher.
- 3. The requalification function is associated with in-service training to bridge the gap between the original qualification and new requirements imposed upon the teacher. This is particularly important in the context of scientific and technical progress when the original qualification may, after one or two decades, significantly lag behind modern developments and the teacher is not able to keep his knowledge up to date by means of his own efforts alone. It should be noted in this respect that the teacher can also forget a lot of his original training, particularly when he works at a remote school where there are limited possibilities for keeping in contact with scientific and technical developments. A similar problem for the experienced teacher is to come to terms with new generations of pupils, especially as the gulf between their age and his own becomes greater.

The requalification function in the in-service training of teachers is generally the most recognized one. It is considered necessary for every teacher to be provided with an opportunity to undergo an adequate period of intensive training towards requalification, which should then be repeated, even if to a lesser degree, at least two or three times in the course of his career. It has become evident that at the centre of gravity of this type of inservice training lie, as a rule, the subject studies often defined as an academic component of in-service training. It is emphasised that requalification is necessary even for those who have graduated from teacher training colleges.

4. The extension function of in-service training enables the teacher to acquire the competence to teach another

subject. The programme of these studies is similar to the pre-service training in any given field.

- 5. In-service training towards *specialization* provides the teacher with the possibility of acquiring a supplementary qualification, particularly after several years of service. It concerns, for instance, the training of the teacher to be an educational counsellor, a specialist in educational technology, a school principal, a supervisor, a teacher of the handicapped, etc.
- 6. Great attention is devoted to the *innovatory function* of in-service teacher training. In-service training of this type has become the necessary link between pedagogical theory and educational practice, between projected reforms and their implementation. In view of the fact that modern education systems are, in fact, undergoing constant reforms, the ability of teachers to stimulate, accept and implement such changes has become a fundamental requirement and is one of the main reasons for in-service training.

Apart from these principal functions presented above, the in-service training of teachers has many other secondary features which have come to light only recently. Thus, for example, it promotes better contacts between teachers and encourages the exchange of experience; it provides the opportunity for visiting other places, mainly cities. The fact that for a limited period of time teachers become students allows them to get rid of the tendency towards stereotypes, dogmatism, authoritarianism and increases their awareness of the situation and the problems of pupils and students.

Structure of INSET

The basic content of in-service teacher training in fact corresponds to the structure of pre-service training: it has its general, subject or academic and pedagogical (professional) components, as well as theoretical aspects. However, this does not mean that this structure, valid for the in-service training of teachers in general, must be reproduced in all programmes. Of great significance is the fact that, from the viewpoint of the content of in-service training, it is not specified in a syllabus. This means that, in principle, anything concerning human knowledge or activities can be taken up by the teacher as a self-educational task. In fact, however, the determination of subjects corresponds mainly to the needs of the education system within which teachers work.

The following three needs stand out:

- a) the evaluation of the educational significance of new scientific knowledge, discoveries, new art forms, new phenomena in the life of youth and society;
- b) the conduct and evaluation of educational

- experiments (production of new textbooks, teaching techniques, methods, etc.)
- c) the dissemination of innovations concerning the content, methods and organization of education, i.e. the dissemination of changes generally considered as useful and feasible, such as new curricula or new educational technology.

In the course of its development the content of inservice teacher training has experienced different priorities and preferences. For example, with the growing threat of nuclear confrontation the issues of education for international understanding, co-operation and peace, and education related to human rights, fundamental freedoms and rights of nations have received attention; with the menace of ecological catastrophe the issues of environmental education have been introduced; with the arrival of computer technology in the classroom the issues of education on information technology have been initiated; the struggle against disease, drug abuse and alcohol has brought about the issues of health education, etc. .

Two basic models of INSET

The very great variety of models for the in-service training of teachers complicate their description and classification. In principle, two types of model can be delineated.

- 1. The first group includes the organization-orientated models, in which case the initiative is assumed by the educational institution and/or school administration at various levels. It provides a mechanism for identifying teacher potential and stimulating teachers to undergo purposeful professional growth.
- 2. The second group comprises those models based on the example of teachers who are expected to take the initiative for their own self-education. These models assume that the educationsl institution and/or school administration of the appropriate level will make resources available for the self-education of teachers, provided that teachers will take advantage of them.

Experience so far acquired seems to show that there is an opportunity to combine elements from both sorts of model in the realization of an in-service training system for teachers.

Models for in-service teacher training can be described in various ways. Mostly they are characterized by administrative or organizational procedures or measures, particularly in relation to the procedures connected with the preparation of the curricula for inservice courses. The following specific features may be taken into account: the degree of centralization within the system and the extent to which educational

institutions have autonomy within this system; the status of teachers in these institutions; etc. As concerns the procedures, attention is focused mainly on: the decision-making process concerning in-service training; identification of the need for in-service training; and the means for the integration of the results of in-service training into the educational process. The procedures used in the preparation of curricula for in-service training courses comprise first of all the training methods, and the planning and development of the programmes.

The models of in-service training for teachers are as varied as the socio-economic systems in which they operate. Thus, for example, education in the socialist countries is a uniform and democratic system and, consequently, the in-service training of teachers forms an integral part of it. In-service teacher training is supervised and co-ordinated by a single entity. All teachers are concerned and their lifelong education is viewed as a follow-up to their pre-service training. In individual countries the institutional bases have been set up for the in-service training of teachers and are supervised by educationsl bodies at various levels. As well a those institutions actually carrying out in-service courses, teacher training colleges and teachers' trade union organizations also participate in this process.

However, in the majority of countries the in-service training system for teachers is not fully integrated into the general education system. Even if, in view of the historical, socio-economic and other origins of individual countries, many types of in-service training for teachers exist, characterized by various institutional and organizational forms, there are evident efforts on the part of educational authorities aimed at their rational interrelation according to an integrated national policy.

From the viewpoint of content, the vast majority of courses for the in-service training of teachers contain elements of political ideology, general education and culture, educational psychology, as well as specialized professional components, together with the study of individual subjects.

Evaluation of INSET

The evaluation of in-service training usually includes the experience already gained from existing in-service training programmes, together with evaluation of the procedures used and an estimate of the efficiency of the programmes.

Evaluation of earlier experiences with the conduct of in-service training programmes for teachers concerns both traditional and innovatory programmes.

School-focused in-service teacher training is an

example of a new policy. It can vary from being focused on the school as an organization (including teacher training as a form of organizational appendage) to a focus on separate teachers within a school (with inservice training aimed at the improvement of their individual job capacity).

This procedure covers the organizational development of the school and the professional development and improvement of each member of the teaching and other educational staff at the same time.

Methods of evaluation include both self-evaluation and those methods used by persons or institutions that are responsible for assessing competence. The key problem of evaluation is to determine the effectiveness of in-service training. In principle, the concept of the effectiveness of in-service teacher training is very straightforward. However, from the empirical viewpoint it is not quite so simple. The present methods of evaluation have a number of drawbacks and require a multidisciplinary approach. Much is expected from systematic research on this problem.

Conclusion: Trends in in-service teacher training The development of methods for evaluating different types of in-service training are likely to draw attention to

those that correspond to the demanding criteria of efficiency.

Analyses of the present models of in-service training allow numerous trends to be observed, such as the following examples:

- 1. The effort to increase the effectiveness of in-service teacher training includes its integration into a system which combines two other important aspects of lifelong education: the pre-service education of teachers; and the daily experience of their working lives. It is expected that through pre-service training teachers will acquire suitable techniques for their continuing self-education.
- 2. Great attention is devoted to the creation and improvement of a system of incentives in order to make in-service training an integral component of the professional life of teachers.
- 3. A growing need is felt for the systematic preparation and further education of those who are involved both in the pre-service and in-service training of teachers.
- 4. Another siginificant trend is the effort to involve teachers more in the decision-making process concerning the organization of in-service training courses. Participation in decision making is more strongly related to school-focused rather than teacher-focused in-service courses.
- 5. There is an evident tendency to focus the models of

in-service teacher training more on the school. However, this does not mean the reduction of the teacher-focused models of in-service training. In the models of in-service teacher training the development needs of the school predominate. But this does not mean that these models should overlook the needs of particular groups or individuals within the school.

- 6. The tendency to try out innovatory methods of inservice training is of increasing importance. This choice reflects new problems which confront education systems and/or society, such as environmental education, health education, international education, computer and information technology, and the solution of other so-called global problems.
- 7. Another trend is an increase in the duration of inservice teacher training, and mainly concerning the period set aside for the practical application of theoretical knowledge.

More profound research on the issues of in-service teacher training and its effectiveness would be desirable.

Generally, in-service teacher training serves, either explicitly or implicitly, as an important instrument for change both in the education system and in society at large.

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NEWS AND NOTES

A Where to ask for further information

- 1. All institutions associated with the International Network for Educational Information (INED) assure at the national level bibliographical control of information on the inservice training of teachers. The list of associated institutions appears in the *Directory of educational documentation and information services* prepared by the International Bureau of Education (IBE), P.O. Box 199, 1211 Geneva 20, Switzerland, and published by Unesco, Paris.
- 2. The Unesco Computerized Documentation System (CDS) lists the references to the in-service education of teachers in the publications and documents of Unesco, those of its regional offices and affiliated institutions, as well as the acquisitions of its library. For on-line consultation of the computerized data base the Unesco Thesaurus uses the descriptor "in-service teacher training".

Unesco, 7 Place de Fontenoy, 75700 Paris, France.

- 3. The IBEDOC data base of the International Bureau of Education. It uses the Unesco programme (CDS) and covers in-service education of teachers for all Unesco Member States. According to the Unesco: IBE education thesaurus this subject can be searched on-line using the following descriptors in English: "in-service teacher education", "teacher improvement".
 - International Bureau of Education (IBE), P.O. Box 199, 1211 Geneva 20, Switzerland.
- 4. European Information Centre of Charles University for the Further Education of Teachers as the main supplier of international information on in-service education of teachers for the IBE data base, and also provides information on literature in this field from socialist countries in English. Its Newsletter/Novosti contributes to current awareness in this field.
 - The European information Centre of Charles Universityy for the Further Education of Teachers, Kaprova 14, 110 00 Prague 1, Czechoslovakia:
 - (a) identifies institutions with relevant information files and adequate services;
 - (b) disseminates in an effective way information on inservice education of teachers via information sources, processing information and publishing bibliographies and reviews;
 - (c) issues studies and analyses on evaluation and development trends in in-service teacher education systems in individual countries.
- 5. EUDISED sub-regional information system of the documentation Centre for Education in Europe, Council of Europe, Strasbourg, France. Its Newsletter/Faits nouveaux and abstract journal EUDISED R+D bulletin contribute to current awareness. An on-line approach to the computerized system allows for multi-aspect selection of information. According to the EUDISED thesaurus, the in-

- service education of teachers is referred to as "further education of teachers" in English.
- Council of Europe, B.P. 431-R6, 67006 Strasbourg, France.
- 6. Educational Resources Information Centre (ERIC) covers English-language information on in-service training of teachers by the Clearinghouse for Teacher Education at the American Association of Colleges for Teacher Education in Washington, United States. ERIC Clearinghouse for Teacher Education at the American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Suite 610, Washington DC 20036, United States of America.
- 7. DOPAED information network (Dokumentationsring Pädagogik) for German-speaking countries, co-ordinated by the Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt am Main, D–6000 Federal Republic of Germany. This computerized system allows multiaspect retrieval of documents on in-service education of teachers using the descriptors "Lehrerbilding", "Lehrerweiterbildung" and "Lehrerfortbildung".
- B Associations, governmental and non-governmental organizations engaged in the domain of in-service training of teachers. These organizations, with the exception of EIC-FET, are not specifically concerned with in-service education of teachers. However, they are working in the domain of education and may in whole or in part also provide information on in-service training of teachers.
 - 1. ATEE Association for Teacher Education in Europe, rue de la Concorde 51, B–1050 Brussels, Belgium.
- 2. CERI Centre for Educational Research and Innovation, 2, rue André Pascal, 75775 Paris, France.
- 3. CMEA Council for Mutual Economic Assistance, Kalinin Prospect 56, 121205 Moscow G–205, USSR.
- 4. EEC Council of Europe, B.P. 431–R6, 67006 Strasbourg Cedex, France.
- 5. EIC-FET European Information Centre of Charles University for Further Education of Teachers, Kaprova 14, 110 00 Prague 1, Czechoslovakia.
- 6. IBE International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
- 7. ICET International Coucil on Education for Teaching, One Dupont Circle, Suite 616, Washington DC 20036, United States of America.
- 8. IIEP International Institute for Educational Planning, 7–9, rue Eugene Delacroix, 75016 Paris, France.
- 9. OECD Organisation for Economic Co-operation and Development.
- 10. ED Unesco, 7 Place de Fontenoy, 75700 Paris, France. Institute for raising the qualifications of professors of educational disciplines at universities and teacher-training institutes, U1. Bolshaya Polyanka 58, 113095 Moscow, USSR.
- 11. CEPES Unesco-European Centre for Higher Education, 39, rue Stirbei Voda, 70732 Bucharest, Romania.
- 12. UIE Unesco Institute for Education, Feldbrunnenstr. 58, D–2000 Hamburg 13, Federal Republic of Germany.
- 13. WCOTP World Confederation of Organizations of the Teaching Profession, 5, avenue du Moulin, CH-1110

- Morges, Switzerland.
- 14. FISE World Federation of Teachers Unions, Wilhelm-Wolffstrasse 21, 111 Berlin, German Democratic Republic.

Svatopluk Petraček is Director of the European Information Centre (Charles University) for the Further Education of Teachers, Prague, Czechoslovakia. This article first appeared in the International Bureau of Education's Information file No. 5, to which readers are referred for a more complete bibliography.



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The New Education

As Interpreted by Rabindranath Tagore

In the usual course I was sent to school but possibly my suffering there was unusual, greater than that of most other children. The non-civilised in me was sensitive; it had a great thirst for colour, for music for movement of life. Our city-built education took no heed of that living fact. The school had for its object a continual reclamation of the civilized. The non-civilized triumphed in me only too soon and drove me away from my school when I had just entered my teens.

Children with the freshness of their senses come directly to the intimacy of the world. This is the first great gift they have. They must accept it naked and simple and must never again lose their power of immediate communication with it. For our perfection we have to be vitally savage and mentally civilized; we should have the gift to be natural with nature and human with human society.

This reminds me that when I was young I had the great good fortune of coming upon a Bengali translation of *Robinson Crusoe*. I still believe that is is one of the best books for boys that has ever been written. In it the delight of the union with nature finds its expression in a story of adventure in which the solitary man is face to face with solitary nature, coaxing her, co-operating with her, exploring her secrets, using all his faculties to win her help. The joy I felt in reading this book was not in sharing the pride of a human success against the closed fist of a parsimonious nature, but in the active realization of harmony with her through intelligently determined dealings, the natural conclusion of which was success.

Robinson Crusoe's island comes to my mind when I think of an institution where the first great lesson in the perfect union of man and nature, not only through love but through active communication, can be had unobstructed. We have to keep in mind the fact that *love and action are the only mediums through which perfect knowledge can be obtained*, for the object of knowledge is not pedantry but wisdom. The first important lesson for children in such a place would be that of improvisation, the constant occasions to explore one's capacity through surprises of achievement. I must make it plain that this means a lesson not in simple life but in creative life.

I tried my best to develop in the children of my school at Santineketan the freshness of their feeling for Nature, a sensitiveness of soul in their relationship with their human surroundings with the help of literature, festive ceremonials, and religious teaching, to introduce into it an active vigour of work, the joyous exercise of our inventive and constructive energies that help to build up character and by their constant movements naturally sweep away all accumulation of dirt, decay, and death. They have their tools and their mother-wit for their small needs and though their endeavour is sure to have crude results yet these have a value which exceeds all market prices.

Before long we discovered that minds actively engaged in a round of constructive work fast developed energies which sought eager outlets in the pursuit of knowledge. For these boys vacation has no meaning. Their studies, though strenuous, are not a task, being permeated by a holiday spirit which takes shape in activities in their kitchen, their vegetable garden, their weaving, their work of small repairs. It is because their class work has not been wrenched away and walled-in from their normal vocation, because it has been made a part of their daily current of life, that it easily carries itself by its own outward flow. I can see from their manner, they have dimly begun to think that education is a permanent part of the adventure of life, that it is not like a painful hospital treatment for curing them of the congenital malady of their ignorance, but is a function of health, the natural expression of their mind's vitality.

The spirit of sacrifice and comradeship, the disinterested desire to help others, which these boys have developed are rare even in children who have had better opportunities. It was the active healthy life which brought out in a remarkably quick time all that was good in them. The daily work which they were doing brought before them moral problems in the concrete shape of difficulties and claimed solutions from them. They take the utmost delight in cooking, weaving, gardening, improving their surroundings, rendering services to other boys, very often secretly, lest they should feel embarrassed.

Children have their active sub-conscious mind which, like the tree, has the power to gather its food from the surrounding atmosphere. For them the atmosphere is a great deal more important than rules and methods, building appliances, class teachings and text books. But in our educational organizations we behave like miners, digging only for things substantial through a laborious process of mechanical toil. However, I have tried to create an atmosphere in my institution giving it the principal part in our programme of teaching. Atmosphere there must be for developing the sensitiveness of soul, for affording mind its true freedom of sympathy. In educational organizations our reasoning faculties have to be nourished in order to allow our mind its freedom in the world of truth, our imagination for the world which belongs to art and our sympathy for the world of human relationship.

Dr. Rabindranath Tagore was an eminent Indian poet (Nobel Laureate), thinker, and educator who pioneered at Santineketan a model school based on practical self help for the rural poor.

This article appeared in *The New Era* Vol. 19, 1938 — fifty years ago.

In Appreciation

Marjorie L. Hourd: Educational Pioneer (1903-1981)

Compiled by Anthony Weaver

Abstract

This compilation by Anthony Weaver celebrates the life of an educational pioneer whose contribution to English education and the WEF both in England and abroad was outstanding.

Introduction

Marjorie Hourd was a distinguished professional educational pioneer, especially in the recognition and encouragement of children's creative abilities in the teaching of English in particular, and in teacher training generally. Hers was a seminal influence in school, college and university and she also worked wholeheartedly, notably in co-operation with Peggy Volkov *The New Era* editor, within the WEF both in England and internationally.

Career

Marjorie was born and brought up in Stafford, daughter of a local business family and attended Stafford Girl's High School, 1913-22. She then went on to Bristol University where John Crofts was the young Winterstoke Professor of English during Marjorie's years, 1922-25. In a letter in 1970, after visiting him in his old age in his beloved Borrowdale, she wrote to Roy Niblett that she was struck again by his profound humanity and his absolute integrity. "You will remember he always had a slight cast in one eye. But now that is accentuated and one eye seems to be especially luminous, making a kind of visionary stare. This, with his stooping height against the towering mountains makes a remarkable effect as though one had escaped into a corner of eternity . . . I came away very moved."

After training as a teacher at the Cambridge College for Women she taught in secondary boarding schools for two years before going up to Oxford in 1929. Crofts had encouraged a whole sequence of his students to proceed to the B.Litt course there with the training it gave in exact scholarship. Marjorie carried with her throughout her career the marks of both parts of it: the inspirational and the disciplined. Her thesis was on the eighteenth century bishop (actually a relation): "Richard Hurd's Literary Criticism", under the supervision of Dr. Helen Darbishire, her Principal at Somerville.

There followed a period of fifteen years spent at



Sculpture by Brian Ellery. 1968.

Streatham High School and Training College, 1931–38, and at Streatham Hill and Clapham High School, 1939–46, both G.P.D.S.T., eventually as Senior English Mistress and lecturer in English and Principles of Education at the Training College.

In between, 1938–39, she took the advanced course in Child Development at the London Institute of Education under Susan Isaacs — who wrote "I think very highly of her ability. She has played an excellent part in the seminars and discussions, and is doing a very interesting and valuable thesis on her studies of dramatic work with children . . . "

In 1946 Marjorie joined the staff of Borthwick Women's Emergency Training College, near the Elephant and Castle, London.

Leeds and Exeter

From this point Roy Niblett takes up the story: Marjorie

became, in the early 1950's, the first Senior Research Fellow of the lively University of Leeds Institute of Education, of which I was then Director and Alex Evans, Deputy Director—all three of us old students of Crofts'.

Her research project, chosen by herself, was an investigation into the relationship between teachers' attitudes and methods and their own creative response, particularly in original composition, and the effect of these upon the development of the children they taught. She kept in deep personal touch with the teachers who made up the continuing groups which were at the core of the research and was sensitive to the psychological progress they made as it went on. She never pressed them. She could respect not only an ability to create but also an inability. She had a remarkable capacity to make a dynamic-creative relationship into a controlled piece of research.

Bristol and Oxford both contributed to her formation, but so too did her psychiatric training and the analysis she underwent, which she found especially illuminating and helpful. She was interested in the evaluation of her own thinking — the types of influence she had resisted, those she had rejected, those she had welcomed.

Essentially her writings were concerned with exploring what made teachers good — with, that is, the psychological function of the teacher. "I hope," she once said to me, "to be able to make teachers a bit more emboldened in the job they are doing and feel less guilty about it". She wrote much and lectured widely, but throughout her career deliberately confined her range to the relationship of psychology to expression (a wide enough field in all conscience!).

What she would have made of the present developments in the education we are going to be allowed to offer I can make a good guess. Almost all of them are in the opposite direction to that she so passionately wished to encourage. It was the release of teachers' imagination, the building of their self-confidence from within, which she sought. And she saw no contradiction between such intensely personal achievements and the progress in integrity and creativeness of society itself. For the attainment of a merely material prosperity she had little use.

From Leeds Marjorie was appointed to the University of Exeter. *Geoffrey Hoare*, who is still a lecturer there, joined her ten years later, in 1963.

Geoffrey Hoare writes:

We taught a combined post graduate course which later became a Master's course in Modern Literature and the Media. Although there were 25 years between us, we always got on well together. I know she had a fiercer side

when she needed to defend what she believed in but I rarely encountered it. She had an easy confidence at that time and an established reputation.

In group work she was extremely skilful. She could draw out students with great subtlety and insight. She was adept at "listening with the Third Ear" — catching what other people do not say but think and feel. She also listened to the voices within us that are usually drowned by conscious thought processes. "Nothing is lost", she would say, "The idea will return". Her knowledge of literature and psycho analysis that fed her professional skill was deep and scholarly.

Her books had built a sound theoretical base for the children's writing movement she largely initiated. The cold winds of behaviourism and utilitarianism have displaced some of her work but I notice a new generation of students are beginning to rediscover it. That special combination of Wordsworth, Freud and Klein was Marjorie's distinct contribution to English teaching. She explored some of the unconscious forces in creativity that underlie the organic nature of poetry writing. As a late Romantic she retained a sense of the essential poetry of life. This replaced for her any conventional religious viewpoint. And she trusted children as poets. They were nearer the immediate poetic apprehension of the world. She encouraged their imaginative exploration of that world and the worlds of the inner world. Our present gradgrind focus ignores poetry and places a cost-efficient profit motive at the centre of the curriculum. It is not unusual now for a child to leave school at 16 without ever reading a poem let alone writing one.

For Marjorie even an essay on education was, in a sense, a poem. In Some Emotional Aspects, for instance, the clarity and poise of the writing contrasts vividly with the lumbering prose of most education books. One is struck also by an optimism derived from her own pleasure and success in teaching. It speaks clearly across the years. "The give and take between individual minds is the most valuable source of life and learning". For Marjorie education was about "learning health" and the possibility of wholeness. She argued for an integration growing from the teacher's personal delight in some province of learning. On the other hand "the anxious teacher keeps testing to reassure himself". "I sometimes think", she writes, "a sense of humour is the most precious gift that a teacher can have . . . people should summon all they possess before they enter a school building or ... the educational services". Essential thoughts for 1988.

Marjorie's awareness of the unconscious forces at work in the teacher and the child sharpened her sense of

the daily drama of the classroom. Her sensitivity to the child's need to reconstruct the universe within himself stirs the imagination. It was her optimistic belief in the power of the imagination fed by the unconscious that inspired several generations of English teachers. The forces of opposition nowadays make it difficult to keep faith.

While she worked at the university Marjorie lived only a few doors from my home. She would call in for tea and entertaion us with stories of the broader world she inhabited before coming to Exeter. She watched our children grow and wove her theories and observations deftly together. "I do not advise", she would say in the best analytic manner and then talk about Not being able to paint. We read a lot of modern literature together novelists like Bellow, Naipaul and Patrick White. Her perceptions were as fresh and alive as her books. Before she retired I arranged for a portrait head to be made by a gifted young sculptor. It was interesting to watch their interaction. Her sensitivity, her self-consciousness (not normally apparent in her teaching role) were combined with a deep fascination with the whole mystery of art and portraiture. I recall vividly her delicate skin and abundant hair. I remember her small elegant hands and feet which contrasted with her portly dignity.

She moved finally to Dartington after teaching well beyond retirement age. She loved the countryside but had given up her former vigorous walking. Despite a loss of buoyancy — of "accepting the dark and light together" like Keats, she still inspired warm friendships and kept in touch. Her housekeeper was devoted. Her patient amanuensis helped her complete a new manuscript in her last years. She kept her dreams. "We are such stuff as dreams are made on".

Ben Morris on Marjorie's contribution to educational thought:

There is no doubt in my mind that Marjorie Hourd made quite unique and extremely important contributions to the practice and theory of education. The practical contribution was manifest in her influence on creative work with students and young children, and preserved not only in and through them as persons, but preserved in her writings, particularly *The Education of the Poetic Spirit* — coming out of her years at Borthwick which seems to have given an immense fillip to her own personal creativeness. But practical and pragmatic as her writing is, it is also infused with profound theoretical insights. This meshing of the practical and theoretical in her work poses a considerable challenge to anyone attempting to explicate and evaluate it. I am sure that I cannot offer a wholly satisfactory appreciation; for even

when feeling completely at home reading and talking with her, I yet always found, and still find it difficult explicitly to disentangle and clarify the strands in her thought that illuminated my own understanding.

A glance at some of the more obvious things which influenced and inspired her is certainly a help in coming to grips with her thought. After world war II she brought into fresh focus the power which literature, and in particular poetry, had on her from an early age and until the end of her life. Shakespeare, Coleridge, Wordsworth and Keats stand out as extremely powerful influences, though by no means the only ones. She made instant and creative contact with the young, and these qualities became re-inforced, as were her ideas by a sustained experience of personal psychoanalysis.

Through the work not only of Freud and Jung, as the great pioneers, but more especially through the later thought of Klein and Winnicott she found the crucial insights which brought into unity her relationship with pupils and students on the one hand and her profound love and grasp of literature on the other. This background seems to emphasise two very general themes which underlie and nourish all the others with which she worked — the themes are relationships and creativity.

The World Education Fellowship.

Further appreciations from members of WEF.

From Anthony Weaver:

Appropriately enough Morris, Niblett, and Hoare are people whom Marjorie knew in her professional life. For she was essentially a professional and her greatest direct impact no doubt was upon her students and pupils.

Her publications, however, extended her influence enormously and enlarged her circle of friends. *The Education of the Poetic Spirit* was No. 7 of the New (now World) Education Fellowship Book Club, published jointly by Heinemann, and reviewed by David Jordan, then Principal at Dudley College, in *The New Era*, p,190 in Sept/Oct 1949. In it she stated that Susan Isaacs first encouraged her to write the book and that Peggy Volkov "has nursed it ever since".

The book itself has been twice re-printed and bears a message as urgent for 1988 as it did originally. Herbert Read. whose own *Wordsworth* was reviewed in *The New Era* in July/August 1949, remarked that Marjorie had "vindicated the child's inherent aesthetic aptitude . . . What great value the development of the poetic spirit has for the integration of the child's personality". And in this appreciation we might well re-quote the *Prelude:*

"So feeling comes in aid
Of feeling, and diversity of strength
Attends us, if but once we have been strong
Proceed thy honours. I am lost, but see
Oh! mystery of Man, from what a depth
In simple childhood something of the base
On which thy greatness stands"

I myself was fortunate to have been a member, together with James Porter and with Harold Rugg, whose Imagination appeared soon afterwards, of Marjorie's group at the WEF conference at Utrecht in 1956. Later we met fairly often at the house in Chiswick of Margaret Duncan (Myers), Peggy Volkov's successor. An enduring quality of the Fellowship seems to be the way in which it has provided support and encouragement for young teachers and an arena for exchange of deep experience between outstanding innovators from different countries and generations. The issues of The New Era forty years ago contain reviews and articles by Marjorie herself, and by Margaret Philips, Principal at Borthwick; Laurin Zilliacus; Carleton Washburne; Kate Friedlander; Geoffrey Trease; Wyatt Rawson; Cyril Bibby; Kees Boeke; Marion Milner; Marion Richardson, Alex Bloom. Such were her contemporaries in the WEF.

From James Porter: Marjorie became a persistent and thoughtful analyst of areas of understanding that still lie largely unexplored. She used poetry particularly well to illustrate the peculiar "logic" of emotional life. Her particular quality was to stand unequivocally for those who sought to challenge prevailing intellectual and verbal modes of educational discourse in an attempt to reach more profound levels of understanding. If properly pursued, such a study could eventually have a unifying element which nationally based systems of education will never be able to achieve.

Needless to say, Marjorie was also at times infuriating, but always colourful, thought-provoking and deeply sincere.

From Morag Aitkenhead: I first met Marjorie Hourd at the WEF conference at Askov in 1953. She struck me then as a rather awe-inspiring lady, sweeping through the corridors always with, it seemed, a bevy of friends or students. Even so I would have liked very much to have taken her class in Creative Writing but my husband had chosen it and I decided to take the one on Pottery. Some contact must have been established with her however at that conference because we invited her to our first summer school at Kilquhanity in 1961 to take a creative writing class and by that time I was much less in awe and much more aware of her many sided personality. It was here I witnessed her amazing, to me,

skill as an interpreter of what people were really saying in discussions despite what they might think they were saying and it was absolutely fascinating what depths of anger and annoyance her insight caused in some of those taking part!

I grew to love her as well as admire her as I got to know her. Far from being formidable she could be touchingly vulnerable. Her lively interest in people of all ages and her delight in recounting amusing adventures on travel or chance overhearings of conversations made her the most entertaining of companions. She quickened every gathering with her presence and I for one hung on what her reactions to happenings would be - she could be witty, devastating with a dry aside or a puncture of some pomposity but she was always sensitive and kind to the young or unsure. We met again at a co-ed conference held at Dartington in the early 70's where she met for the first time A. S. Neill. I remember well her entranced reaction to the talk they had had for about two hours — they had obviously discovered such areas of sympathy. This wasn't surprising, because although on the face of it they seemed such different personalities, there was a strong common bond in their awareness of the "child within" and in a faith in the human spirit.

She spent a week at the school here a few years before she died, when we were able to take her around some of the lovely corners of Galloway which she loved — especially I remember how the gorse along the hedgerows amazed and delighted her—it was especially brilliant that year. We visited her in her house in Dartington a few months before she died when though incapacitated she was bravely going on with writing with the help of a loving amanuensis. With our aid she was able to take a short walk in the June sunshine and we left her frail but hopeful and undaunted.

She should live on in her books, which I think are so full of human wisdom. She believed so implicitly in the power of the right word and she had what almost seemed a magic power to bring out of children and people the expressions that helped them to know what they were really feeling.

I am so glad that *The New Era* even at this late date is paying tribute to her life and work. She was a valuable member of the NEF. I can only hope that her books will continue to be the inspiration that is so sorely needed in education today. I, like so many others, must count myself lucky to have known and loved Marjorie Hourd.

A tribute from John Aitkenhead: Ever since her death six years ago I have bemoaned the lack of recognition in the educational press of the significance of Marjorie Hourd's contribution to education. I have

felt this continuing loss to students and teachers, inexperienced as well as mature, in other countries as well as our own, for her influence at international conferences was always important, and the publication of her lectures on such occasions invariably increased the potential enrichment of the minds of men and women engaged in the different areas of child care.

However it could be that a belated tribute gains in value: it seems to me that in the years between now and the end of the century we shall not be able to escape the effects of the rather crude planning that is coming to a head in Britain as the present Government celebrates what is rightly called an educational revolution. Nothing could be more directly opposed to what Marjorie stood for. So, hopefully, it may be that timeous, if delayed, signals from the media about the life and work of this quiet but powerful woman, this writer of "gentle but firm words" . . . could alert the minds of those who will be directed to her books on the shelves of college and university libraries. Such hopes are all we have in the face of the clever, cold, calculating planners.

Marjorie believed that young people require constant encouraging opportunities to develop towards a knowledge of themselves. As a means towards this end she reckoned the arts were essential, and possibly above all, the art of words. But we must encourage children to create.

Consider the title of her *Education of the Poetic Spirit*. Our word education derives form the Latin educare — to nourish — (not from educere — to lead out, from which the noun is eduction). "Poetic" comes of course directly form poem, the Greek word for something made. In Scotland, in fact, before the Scots tongue lost its proper place in our culture, the poets about Chaucer's time were called "makars" or makers. Our author then, addresses herself, with beautiful precision, to a consideration of how we might, and why we ought to, promote the nourishment of what rightly could be thought of as the most essential of human attributes. Nothing is so important as learning about ourselves as she constantly affirms. No matter how clever we are, if we lose sight of our need to exercise the imagination, to be creative, we are lost.

The day will have to come when colleges of education make a priority of such understanding for students training to be teachers. Of course they have psychology in their curriculum; Marjorie Hourd's books are psychology with a difference.

I had the great privilege and pleasure of the acquaintance and friendship of this profound teacher, from a first meeting at Askov in Denmark at the 1953 international conference of the WEF, until her death

nearly 30 years later. I can now open her 1972 "Relationship in Learning" and enjoy again the company of her mind, the warm enthusiasm, the ecstasy she so naturally exudes. Never dogmatic, always so sure-footed — what a guide and companion!

Notes and contributors

We are grateful for the above contributions and incorporated background material. An obituary was in fact prepared for *The Times*, but was never published owing to a strike.

This Appreciation was first suggested by *Morag Aitkenhead* who. with her husband *John*, continues to work at Kilquhanity School, Castle Douglas, which they founded in the early 1940's.

Ben Morris, formerly of the Tavistock clinic and the National Foundation for Educational Research, was Professor of Education at Bristol, 1956–7, and undertook to write the appreciation but, owing to his unfortunate illness, has been unable to finish it.

Professor Roy Niblett, after Leeds, became Dean at the London Institute of Education, 1960–68, and is now President of the Higher Education Foundation.

Geoffrey Hoare is on the staff at St. Luke's School of Education, University of Exeter.

James Porter, Director of the Commonwealth Institute, was Chairman of the WEF., 1979–82.

Anthony Weaver, Visiting Fellow at the London Institute of Education, was editor of The New Era, 1972–82.

LATE NEWS

35th WEF INTERNATIONAL CONFERENCE IN LONDON

At its meeting on 27th November, 1987, the WEF International Guiding Committee approved the offer of John Stephenson, Head of the School for Independent Studies, North East London Polytechnic, to jointly host a conference on "Learner directed learning" in April 1990 at the Avery Hill campus of Thames Polytechic, South East London, U.K. Contact John Stephenson or Rosemary Crommelin for further details.

John is to be congratulated on recently being created Professor of Independent Studies at N.E.L.P.

M.W.W.

ROUND THE WORLD: WEF SECTION NEWS

WEF AWARD

Just before going to press with the last issue, the Editor was able to report that WEF was one of three hundred organisations designated by the United Nations as *Peace Messengers* for its contribution to the International Year of Peace, 1986.

It seemed appropriate that Dr. Marion Brown, WEF representative to the UN, should receive the award, in view of her strenuous personal efforts to secure a WEF conference at the University for Peace, in Costa Rica. This, unfortunately, could not take place in 1986, but we still hope that in the not too distant future it may be possible to organise a WEF conference there.

Marion writes of the occasion on 15th September: "The ceremony at the United Nations Headquarters was held in the area of the Peace Bell (gift of Japan many years ago) in front of the Secretariat Building. There were representatives from about one hundred NGOs. About the same number were expected to attend ceremonies at each of the other two sites, Geneva and Vienna, a total of about 300 international NGOs in all.

"The UN Secretary-General, Javier Perez de Cuéllar, was to have presided. Unfortunately he was engaged that day in Iraq in extended negotiations, endeavouring to end the war between Iraq and Iran. The Secretary-General is greatly admired and respected and it was



Peace Messenger Award: Dr. Marion Brown receiving the award on behalf of the Fellowship from Mr. Yasushi Akashi, at the UN Secretariat Building, UN Plaza, New York.

disappointing that he could not be there, nonetheless, we were gratified that he had a mission far more important than presiding at our ceremony.

"In conclusion, this has been an exciting and eventful experience bringing into focus how well co-ordinated, co-operative and in harmony our organization can be, with the origin of an idea from the UN Headquarters in New York to the NY Chapter and the US Section President, Frank Stone, with your co-operation and lines of communication through you, our General Secretary in London, to our International President, Madhuri Shah in Bombay, who generously offered the much needed alternative enabling us to continue our efforts to the last possible moment.

"It has been an enriching and heartening experience in this chaotic world."

We have a photograph of Marion receiving the certificate from the Under-Secretary General, Mr. Yasushi Akashi; the certificate is now here in London and, at Marion's suggestion, photocopies will be made and sent to each WEF Section.

Australia

Arrangements are being made for participants in the forthcoming conference in Adelaide to visit other Section centres in Australia. The conference, which has the theme *Educating for a Caring Community*, is to be held in Adelaide from 28th August to 2nd September, and the proposed pre- and post-conference tour will take in Brisbane, Sydney, then Adelaide, (for the conference), Melbourne and Launceston, spending approximately two days in each city. The additional fare, about \$590A.

There is a further option: a pre-conference tour in Tasmania (20th–27th August), with emphasis on Environmental Education. This tour will take participants around the island; they will have their own bus and courier/guide, supplemented by WEF personnel. All-in cost (twin share accommodation) will be \$700 to \$800A per person.

A reminder that papers for presentation at the conference should be sent to the Conference Secretary by 1st January 1988, or as soon as possible thereafter: Mrs. Wendy Ashenden, P.O. Box 181, Plympton, S.A. 5038.

Japan

A meeting with Mrs. Yoshiko Nomura and her colleagues from the Nomura Center for Lifelong Integrated Education in Tokyo, was held recently at the Department of Extra-Mural Studies, University of London. We met to discuss some of the current social and moral issues, to exchange views, and to renew a very

pleasant association.

This year marks the 25th Anniversary of the Center, and Mrs. Nomura recalled the motives which led her to its foundation in the '60's, a time which saw great changes in Japanese society and, indeed, throughout the world: with the growth of "high-tech" the problems of youth were more acute; at the same time, the achievement of man in space (and man on the moon) brought the realisation that the earth is part of the whole universe and that humans have a shared destiny. Children's problems, she feels, are but a mirror image of adult society, and this close inter-link points to the need for continuing reforms in education. The family, school and society are inseparable, and must be integrated if we are to achieve the whole person, with respect for human dignity and human life paramount. Her visits to many countries reinforced her belief that because we all share the same globe, we all share the same common issues, and that each individual has great potential, for contributing to society, for co-prosperity, co-existence or co-annihilation.

The Center is concerned with all ages from birth to death, adults as well as infants, the very old, and with all people of all backgrounds, professional and non-professional. Now, after 25 years, Mrs. Nomura has drawn support from many facets of society, from Unesco, from governments and from the media, from educationists and non-academics, and she hopes to reach through discussion with them a common ground which could ensure the future of coming generations.

United States

The New York Chapter reports that a symposium was held at Fordham University during the early autumn. Their further plans included a discussion on *Education for a Caring Community*, to take place at the College of New Rochelle on 31st October, organised by Sr. Mildred Haipt, and further meeting on 21st November at Adelphi University, Manhattan Center, when a panel of past Fulbright Scholars was to discuss past experiences, short-term and lasting effects, and suggestions for future scholarships.

Rosemary Crommelin

December 1987.

A MESSAGE FROM OUR PRESIDENT — Dr. Madhuri Shah:

"If education is viewed as a process for self discovery which gives freedom to individuals to experience and explore according to their own potentialities, they will be totally involved with life itself, and grow to contribute their best to society as well as to their own happiness."

50 YEARS AGO: A MESSAGE FROM INDIA

From the first all India President, N.E.F.,
Dr. Rabindranath Tagore, to New Era, Vol. 19,
1938.



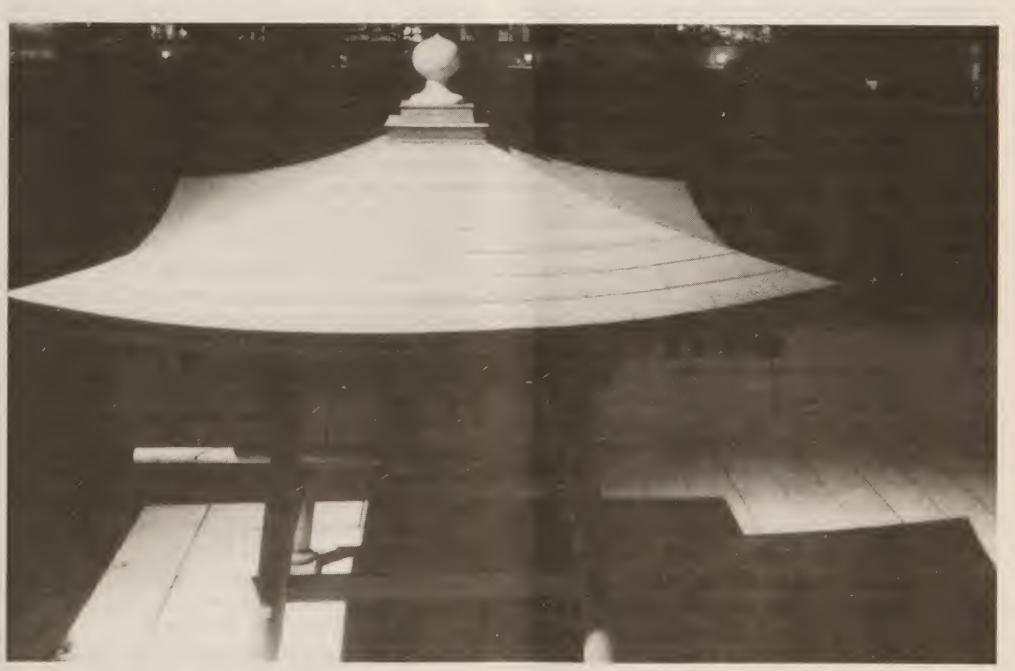
Dr. Rabindranath Tagore

The activity represented in human education is a worldwide one; it is a great movement of universal co-operation interlinked by different ages and countries. And India has her responsibility to uphold the cause of truth, even to cry in the wilderness, and to offer her lessons to the world in the best gifts which she can produce. The messengers of truth have ever joined their hands across centuries, across the seas, across historical barriers, and they help to form the great continent of human brotherhood. Education in all its different forms and channels has its ultimate purpose in the evolving of a luminous sphere of human mind from the age old nebulae, to find in itself an eternal centre of unity. We individuals, however small may be our power, and to whatever corner of the world we may belong, have the claim upon us to add to the light of the consciousness that comprehends all humanity.



Rabindranath Tagore. Visva — Bharati Santiniketan March, 1938

Bengal Section Seal



The United Nations Peace Bell. Site of the ceremony for the presentation of the Honorary Peace Messenger Award in the area outside the UN Secretariat Building, UN Plaza, New York. 15th September 1987.

UN photo 155403 — P. Sudhakaran

Reviews

School-based Curriculum Development by Malcolm Skilbeck
London, Harper & Row, 1984

304pp. ISBN 0-06-318266-1

It might seem that the title "School-based Curriculum Development" is something of an anachronism in the United Kingdom, given the Government's plans to establish a "national curriculum for schools". Is the book then a rear-guard action to defend the traditional autonomy of British schools from the onslaught of central control? Partly, but not entirely: its argument is more complex than that. The author recognizes the need for a common curriculum — a framework of guidance authorized by the state; but affirms the importance of schools participating in the evolution of the core and maintaining a high degree of autonomy in interpreting it, since "schools cannot interpret what they do not value, appreciate and know", and should not be asked to do so.

The long-coveted near-total independence of English schools has not been an open situation, there have been casualties. Not all new teachers have been given the help they needed in charting their courses through the complexities of curriculum planning. Not all pupils have experienced a smooth, developmental transition from one stage of learning to the next. And not all heads have been able to lead a united team in a unified programme. The four decades since the 1944 Education Act have seen exceptional social change, technological advance, and pedagogic innovation. If educational anarchy is to be avoided something clearly needs to be done about the situation. Government proposals to establish a core curriculum, however, meet a nervous response; some fear that central guidelines will be too vague and woolly to be helpful; others that strict controls will be imposed, frustrating imaginative and creative teaching and inhibiting valuable innovation.

Professor Skilbeck is well qualified to examine the problems of curriculum development in the United Kingdom. His experience of the Australian Curriculum Development Centre's programme gives him a certain detachment from the U.K. scene, as well as providing a useful example of developments elsewhere. His former Directorship of the Schools Council gave him a ringside seat of a kind of contest for curriculum control between professional and central agencies. And his Chair in Curriculum Studies at the University of London Institute of Education gave him a unique over-

view of curriculum problems in a variety of contexts.

In an early chapter he maps out helpfully the significant influences on the curriculum since 1944: the rapid changes affecting practically all societies throughout the world in "roles and relationships, economic conditions, mores and values, religious and political beliefs, relations between nations", and so on. In particular, he draws attention to both right-and left-wing political influences on curriculum theory; the impact of multiculturalism, science and technology, the abolition of the "eleven plus" and the introduction of comprehensive education, and the effects of extensive youth unemployment. The resulting loosening and fragmentation of curricular expectations has now brought a corresponding move from the centre to promote greater homogeneity and tighten State control.

The numerous agencies and pressure groups that have become concerned with the curriculum since the mid-1970's are carefully analysed. In addition to the Department of Education and Science and H.M. Inspectorate, the Local Education Authorities and the teachers themselves, we now have increased interest from the Department of Industry and Employment, from parents and the local community (particularly through school governing bodies), from external examination boards, from expanding agencies of advanced professional study and in-service courses, from teachers' centres and other consultative agencies and from the pupils and students themselves. The way the "Great Debate" inaugurated by Prime Minister Callaghan in 1976 has widened in scope is portrayed by Professor Skilbeck as an opportunity and challenge for educationists rather than simply as a threat. The challenge is to create a working partnership between the converging agencies instead of regarding the curriculum as their battlefield.

With this in view the author outlines some essential principles for curriculum analysis, treading his way warily through the minefield of divergent approaches. Should the curriculum be seen in terms of traditional "subjects", areas of experience, "forms of knowledge", taxonomies, disciplines, topics and themes, as *content* or as *process?* "Cultural mapping" (the technique adopted by the Australian Curriculum Development Centre) is described, and suggested as a possible approach to clarify and objectify useful core curriculum guidelines for the U.K. The model is recommended partly because it was designed by a body independent of Government

authority explicitly to promote school-based curriculum development. The areas of knowledge and experience delineated by the model include: arts and crafts; environmental studies; mathematical skills and reasoning; social, cultural and civic studies; health education; scientific and technological ways of knowing and their social applications; communication; moral reasoning and action; value and belief systems; and finally, work, leisure and lifestyle. The scope of each of these areas is briefly sketched by the author. But in practice "it falls to the schools to ensure that, in their own designs for the curriculum, the rationale for a comprehensive and unified set of learnings is adequately developed". Needless to say, this development must take account of, and be in cooperation with, other interested agencies, including in the partnership, significantly, the pupils and students themselves.

Malcolm Skilbeck shows careful regard for the special needs of individual circumstances, of minority groups in multicultural environments and of particular specialisms achievable in particular environments. But he affirms that "all individuals, regardless of language and culture can claim a right to (certain) relationships, situations, areas of experience" (etc). These include "imaginative experience, moral sentiments and insights, communication with our fellows, the means of gaining and testing knowledge, and a basic understanding of the social, cultural and physical environments in which we live". Furthermore, "children are part of a world society and need some understanding of what this is and of our relationship with it." A core curriculum can be a means of providing an element of unity in our diversity. A welldevised core can meet both social and individual needs, and the "universal items remind us of our common humanity".

School-based Curriculum Development is a companion volume to Readings in School-based Curriculum Development edited by the same author (Review in New Era Vol. 67 No. 4), and ideally should be read in conjunction with it. As a result of this, perhaps, the style of School-based Curriculum Development is somewhat abstract, since the living examples are principally to be found in the other work. The lack of images inevitably creates a certain dryness in the exposition, but this is relieved by occasional satirical squibs addressed, for example, towards inept or heavy-handed political manipulation. I sometimes found the piling on of abstract nouns in a single sentence an impediment to smooth reading. For example, in a sentence such as "Students are, of course, the principal reference points in the construction of the aims, plans, designs, learning programmes and processes of curriculum development" it seems that each

additional abstraction inevitably loses force as it is added to the catalogue. Another stylistic qualm I am probably alone in feeling is the frequent use of the terms "learnings" and "behaviours" in the plural form, when the singular seems capable of conveying virtually the same meaning. But I suppose we have to put up with this increasingly used innovation?

Finally, it may seem that in the struggle between professional autonomy and state control *School-based Curriculum Development* is something of an attempt to "run with the hare and hunt with the hounds". However, its recommendations for "guidance", rather than control, and "partnership" rather than conflict can provide a means for the hare to survive! There is no getting rid of the hounds since they finally pay the bill, but perhaps they can be tamed ...

REX ANDREWS

Rex Andrews is an associate Editor (UK) of The New Era.

Into Geography: The Geography of the Environment
Pupils books 1–4 and Teachers books 1 and 2.
by Patricia Harrison, Steve Harrison and Mike Pearson.
Arnold-Wheaton, E. J. Arnold & Son Ltd., Parkside
Lane, Leeds, LS11 5TB, U.K.
ISBN 0560 66711/4. £2.65.

A measure of the current crisis in Britain's inner cities is the fact that in the Inner London area alone not far short of 50% of primary school children are eligible for free school meals. The harsh social realities implied by this statistic, together with other facts about our multicultural society are beautifully stitched into this excellent series of four geography work books for primary school children.

Each book in the series is full of colour on every page with intriguing drawings and cartoons, charts and photographs being used to elucidate the written information and assignments. The tasks themselves are fully integrated within a theme and graded throughout the four volumes so that a progression in achievement may be readily appreciated. In addition, at least two levels of difficulty in assignment are available to help pupils of different abilities to work on the same topic and to permit relevant extra work to be undertaken by early finishers. Although each page is packed with interest and is imaginative in presentation there is never to much on any page to make the work inhibiting. The delightful pictorial treatment is nicely enhanced by the careful use of humourous names and labels, like Penny Black and Letsby Avenue.

As both text and work book these volumes are exceptionally useful in the classroom and may be employed in isolation or as art of a topic based curriculum. Of particular interest to me was the concepts, skills and attitudes checklist at the back of each book, provided so that children, teachers and indeed parents may see at a glance what has been gleaned from the sections studied. The assessment sheet, profiling material and copyright-free resource material in the teachers' book that accompany the series are extremely well thought out, and the certificates of attainment, for each theme, signed on behalf of the authors, make realistic and achievable challenges. These, incidentally, delighted the children in my class, who love using the books, learn quickly and retain that learning very well.

What makes this series extra special is the sting in the tail. The content is designed to dispense with racist and sexist imagery and to confront head on the reality of many children's social experiences. Not only are aged, decrepit, but all too common stereotypes about, for example, Indians sleeping on beds of nails, or Eskimos living in igloos, summarily and explicitly dismissed, but logically and necessarily the section on homes and houses in book two has a piece on the homeless, and the section on the water has dad at the sink. Systematically and unsensationally the Into Geography Series succeeds at everything it sets out to do. The authors have a winner; *Into Geography* is a must for all in primary education.

BARBARA WHITE

Barbara White teaches at Cobb's Brow Primary School, Skelmersdale, Lancashire, U.K.

The Realization of Anti-Racist Teaching by Godfrey L. Brandt.

The Falmer Press, U.K., 1986. 210pp.

This book is an attempt to construct a "value free" pedagogy in the face of what the author sees as inbuilt racial prejudice in European culture and society — including the traditional Marxist view.

More specifically, it sets out to confront the prejudices which the author still believes are extent in British society and educational theory and practice twenty years after the Race Relations Act had set out to abolish them. Godfrey Brandt discusses the problem of constructing value free pedagogy in the third chapter of the book quoting extensively form Basil Bernstein's work. He adopts a Marxist stance, but not the traditional Eurocentric variety. He favours the Marxist paradigm based on black experience and black thought, for even Marx was not free of the dominant cultural idea of the

nineteenth century that blacks were an inferior race.

Brandt's book is a serious and worthy attempt to advance the case for anti-racist curricula and pedagogy. It is a densely written and closely argued case, written with passionate conviction. Divided into four chapters, the book offers a valuable theoretical foundation for the practice advocated in Chapters 3 & 4. Chapter 1 examines the work of sociologists on the subject of race and provides a sound socio-historic survey of racism in Britain. It must be said however that the evidence collated is highly selective, and that Brandt tends to dismiss the views of scholars which do not fit in with his unswerving thesis that racism is endemic and institutionalized in the social structures of Britain. For those students who have a scant knowledge of the background to racist ideology, the book illuminates the part played by imperialism and colonialism in the development of a European cultural hegemony that is based on an assumption of racial superiority.

Brandt is at pains to emphasise the difference between multicultural education and anti-racist teaching. He will have nothing to do with the former, which he believes is feeble and a form of tokenism. He discusses the controversial aspects of the Swann reports and its implications for education. He is not alone in finding the report unsatisfactory in both its assumptions and its ambiguous conclusions. Chapters 3 & 4 are particularly useful for teachers and schools who would like to work towards achieving a non racist outlook in the young.

The Realization of Anti-Racist Teaching is a hard hitting book. But it must be remembered that there is probably no country in the world which is free of injustice and of discrimination based on ethnic, linguistic and class differences. Britain and Europe are by no means solely to blame in this respect.

While Brandt's book is a useful addition to critical theory, its tone is often too didactic. Indeed, it could be argued that by overstating his case he will alienate the very people he is trying to persuade.

Furthermore, many philosophers and sociologists would query his attempt to construct a "value free" pedagogy as doomed from the outset.

While being well presented, this book has unfortunately been badly proof read; there are appalling errors in punctuation, syntax, and in the printing of overlong quotations which need to be rectified.

MALATHY SITARAM

Malathy Sitaram teaches at Wootton Bassett School, Swindon, Wilts., U.K.

The Curriculum Beyond School, by Geoffrey Squires. Hodder and Stoughton, London, 1987. ISBN 0 340 39701 2 Paperback. £6.95.

In *The Curriculum Beyond School*, Geoffrey Squires takes on the formidable task of describing the curricula of the broad and varied range of educational institutions which provide post-compulsory education in England and Wales. He illustrates his argument at appropriate points with comparative material from Scotland, the United States, the Federal Republic of Germany, and OECD reports.

His first important point in trying to impose some sort of order upon this diversity is that many of the better documented debates about the curriculum in compulsory education are reflected in parallel debates in post-compulsory education. He may be putting the cart before the horse here, and the debates over the curriculum may be moved by the concerns of academics in further and higher education to a greater extent than he admits, but he makes a valuable point in suggesting that there is a common framework of thought which shapes debates at all levels of the educational system.

With this justification, Squires devotes his first three chapters to a review of curriculum theory largely drawn from the literature of school curricula. In a fairly pedestrian account of this literature, he sets out the calssifications under which he well describes the curriculum after school: liberal versus professional/vocational education; education in or through disciplines versus interdisciplinarity; education in breadth versus education in depth; and education in cognition versus education in affect.

Chapters four, five and six describe "The Consecutive Phase" (education for 16 to 19 year olds), "Higher Education, and "Education for Adults" respectively. Everything is covered, from the traditional sixth form to the Youth Training Scheme, and from the most traditional university courses to the offerings of the Workers' Educational Association. The coverage is comprehensive, although many interesting topics are dealt with tantalisingly in a single remark, as must necessarily be the case in a book which runs to little more than two hundred pages. The seventh and final chapter of conclusions is brief, as is fitting in a volume which is largely devoted to description.

It is easy to criticise this book simply because it attempts to deal with so much. It does not tackle in a coherent way the difficulties which arise from the fragmentation of post-compulsory education, and a sustained comparison with Scotland, where an attempt has been made to integrate a diverse system, and to monitor the process, might have been of more value than the partial comparisons offered with a broader range of educationsl systems. The book provides very little insight into the historical development of the various branches of the system, even the very recent history. Given the rapid changes that this level of education has seen in the last ten years, one can be sure that parts of this book will very soon be out of date. Yet the text itself gives very little idea of where change has been happening. Certainly, few who are acquainted with any one area within post-compulsory education will learn much about it from this book.

This leaves something of a puzzle as to who this book is intended for. As Squires so correctly notes, one of the main difficulties with diverse educational provision is that users, and even providers, of education may be ill informed about other parts of the system. This book, therefore, could fill a useful niche in providing introductory information about the variety of provision, so that ultimately users can make the best use of the wealth of different courses available. A substantial bibliography makes this book a useful starting point for finding out about various aspects of education at this level. If this book could help more people to map their own routes, or the routes of others, through the jungle of educational provision after school, then it will have served a function which would be highly commendable.

Three points militate against the book being successful as a work of reference. The first is the style of the book, which puts it in the class of academic texts on the curriculum rather than practical guides to the system. Secondly, it specifically excludes consideration of the institutions providing education at this level. And thirdly, the index is unaccountably patchy. In summary, Squires has tried to do too much with a single book. And that in turn is a reflection of the fact that comprehensive treatments of the various aspects of further and higher education are few and far between. By stepping into that breach, Squires opens up possibilities which he by no means exhausts.

DAVID TURNER

David Turner lectures at The School for Independent Studies, North East London Polytechnic, U.K.

LETTERS: The Crisis in Education: Two viewpoints

1. A plea for WEF action

Dear Sir,

Merry Christmas and a very Happy New Year!

I have been going through the New Era issue Vol. 67 No. 2 1986, Education in Crisis, and was much impressed by the articles therein. I have given serious thought to the problems raised in this issue, and would like to make a

few points as follows.

You have very well pointed out the various crises that have been taking place in education the world over. Educationists have been neglecting the practical, aesthetic, subjective and human aspects of education. We are not educating for building up the whole human being but are only preparing efficient, well-informed, workers and intellectuals. It is therefore necessary that education, to be humane, should be imparted in co-operation with parents and the community at large. At present, we are educating in isolation within the four walls of a class-room through book learning. The students solve problems theoretically through books without actually confronting the problems and human beings in the community. Education today not only neglects the community but also the awareness of human values, consideration for others, respect for the individual, and the differences of human personality and race.

I have been thinking on these aspects of the educational crisis, and consider that we should, as members of the W.E.F. offer practical programmes and activities to the educators. This should be done by working out a

programme for educators, to meet the crisis which is destroying educational institutions everywhere.

In the past, the W.E.F. has pioneered programmes for meeting crises in education by offering practical methods, approaches and attitudes to educators. Could the W.E.F. not evolve a programme to meet the present crisis in education?

I would like to make the following four points:

1. Is it possible to evolve a syllabus which has the following aspects?

(a) Global awareness.

(b) A topic-wise and problem wise syllabus to be implemented partially in the classroom and partially by practical participation with parents and the community in understanding and solving the problems we all face. This will not in any way neglect the informational and theoretical part of understanding these problems, but

will impart information through practical experience.

2. The approach and the method of imparting education has also got to be reformed. The present methods of competitive study and evaluation should give place to co-operative and group work for understanding and solving problems both in the classroom and in participation with the community. Evaluation should also be both group-wise and at the same time appreciative of the leadership of the individual who has helped to make the group work in an efficient manner.

This method of working in groups and in participation with the community to understand and solve problems will help students to develop healthy attitudes of consideration for others, co-operation with and appreciation of one another, and will replace the jealousy, hatred, frustration and emotional strain generated by unhealthy

competition.

3. I would like the W.E.F. to set up a Committee or Committees to evolve a syllabus of activities in and studies of topics in different disciplines together with a practical approach to implement such a syllabus. Such involvement in practical ways of learning will enable students to develop a sense of responsibility both towards the community and the individual. While implementing this educational programme world awareness could also be promoted.

4. If the W.E.F. could present such a practical syllabus and methods to meet the crisis in education before the educators of the world it will be doing as great a service in the field of education as it did by introducing

progressive educational ideology in the 1920's and '30's.

I hope you will kindly think over these suggestions and let me know your views.

With kind regards,

Yours sincerely,

Dr. K. C. Vyas

(Director, The New Era School and Junior College, Bombay - 400,007)

Editor's Note: These suggestions will be referred to the WEF International Guiding Committee.

2. The National Curriculum 5-16

Dear Sir,

The World Education Fellowship (G.B. Section) is profoundly disturbed by the proposals for educational reform now being promulgated in the DES consultation documents now in circulation.

The aims of the proposals are unexceptional: to develop the ceiling of skills and competence in every child, to assure that the curriculum will promote essential knowledge and understanding, and to assess individual progress with a view to revealing and remedying weaknesses. But the way it is suggested these aims should be achieved runs counter to all that is now known about child development and the essential qualities of a good school.

Emanating form such knowledge and understanding, and on the basis of good school practice, the World Education Fellowship has formulated the enclosed Principles* of competent education. Such Principles, we suggest, embrace the way forward in education as against the present proposals which are too rigid and mechanistic in conception to get the best form either teachers or children.

Children do not advance in lock-step. To assume that all children of a certain age should attain the same standard in basic skills is unscientific in its disregard of the variation between child and child, and could easily become counter-productive. The most able children would assume they had achieved all they needed to do by reaching the norm, while the less able would be constantly dogged with failure throughout their school career. Adolescent delinquency, it should be noted at this point, is linked to failure at school. A school that makes a child feel a fool may well turn that child into an anti-social nuisance.

The best way to promote effort and success in children is to provide them with a ladder of tests which they can attempt when they, and their teachers, consider they are ready for each stage. Such a ladder assures some success for every child while stimulating the most able to move ahead fast. The Kent Mathematics Project and similar schemes have established the effectiveness of these approaches.

Another point: today both society and the individual need certain subtle qualities that connot be taught by cognitive approaches alone because they are essentially the products of experience. Putting a fixed curriculum content at the heart of the school's programme takes no account of this educational role of the school. The qualities in question include the ability to get on with others, to communicate in speech, and to co-operate in achieving common aims. All the leading industries put such qualities high on their assessment of what they seek in recruits.

Other qualities in high demand are flexibility, reliability, and a sense of responsibility. These cannot be effectively taught verbally. They are best to be acquired by participation in an active, purposeful community life at school. This is particularly true when the home inadequately provides for the needs of the child and for the development of such qualities.

Further, the proposals fail to evaluate properly the enormous importance of motivation in getting the best from children. Teaching that is just routine deadens the mind. The bored child is not a good learner. Hence, it is extremely inadvisable to over-prescribe what should be taught. This takes the life out of both teaching and learning.

Yours sincerely

Diane Montgomery Chairman World Education Fellowship (G.B. Section)

This letter has been sent to the Department of Education and Science (DES) for England and Wales on behalf of WEF (G.B.), from whom further printed copies are available. *Principles on p.116.

Principles and Activities of The World Education Fellowship

The Following is an extract form the Draft Constitution approved by the International Guiding Committee on 27th November 1987 for ratification at the WEF General Assembly in Adelaide in August 1988.

1. NAME

The name of the organization shall be the World Education Fellowship, hereinafter referred to as WEF.

2. NATURE OF THE FELLOWSHIP

The WEF is a worldwide organisation whose members are united by a common attitude to education and subscribe to the principles indicated below. The Fellowship does not advocate any dogma; each member is free to put the principles into practice in ways which are best suited with the environment in which he/she is living and working.

3. PRINCIPLES OF THE WEF

(a) The primary purpose of education today is to help all of us to grow as self-respecting, sensitive, confident, well-informed, competent and responsible individuals in society and in the world community.

(b) People develop these qualities when they live in mutually supportive environments where sharing purposes and problems generates friendliness, commitment and cooperation. Schools should aim to

be communities of this kind.

(c) Learners should, as early as possible, take responsibility for the management of their own education in association with and support from others. They should be helped to achieve both local involvement and a global perspective.

(d) High achievement is best obtained by mobilising personal motivation and creativity within a context

of open access to a variety of learning opportunities.

(e) Methods of assessment should aim to describe achievement and promote self-esteem.

4. ACTIVITIES OF THE WEF

In order that these priciples become a reality, WEF endeavours to:

(a) identify and pursue changes in policies and practices to meet the varying individual and shared educational needs of people of all ages.

(b) promote greater social and economic justice and equality through achieving a high standard of

education for all groups worldwide.

(c) encourage a balance between an education which nourishes the personal growth of individuals and one which stresses the social responsibility of each to work towards improving the human and physical world environment.

(d) foster educational contacts between all peoples, including people from the third world, in order to

further international understanding and peace.

(e) promote education as a lifelong process for all people, regardless of sex, race, beliefs, economic status or abilities.

(f) encourage cooperative community involvement in clarifying educational goals and undertaking educational programmes.

(g) secure for teachers the training, facilities, opportunities and status they need to be effective,

professional people.



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THE NEW ERA is the termly journal of the World Education Fellowship. The Fellowship is an international association with sections and representatives in more than twenty countries, which has played a continuing role in promoting the progress of educational ideas and practices in the twentieth century.

Founded in 1921, the World Education Fellowship is voluntary and non-partisan, and enjoys the status of a Unesco non-governmental organisation. It is open to educators, members of associated professions, and to all members of the public who have an interest in working for the education and well being of children. The Fellowship meets biannually in international conferences, publishes books and pamphlets, and, through its national sections, participates in workshops, meetings and developmental projects.

The aims of the World Education Fellowship:

- 1. Strengthening education for improved international relations and the development of the world community.
- 2. Identifying changes needed in policy and practice to meet the varying individual and shared educational needs of all children and young people.
- 3. Reviewing social policies and practices to achieve greater justice and equality in the education of all.
- 4. Supporting co-operative and collaborative educational developments.

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For those living in Britain, you can receive the journal at a reduced rate if you combine it with membership of the WEF (Great Britain). To take advantage of the combined subscription, contact Klaus Neuberg, Treasurer, WEF (GB), 36 Lake View, Edgware, Middlesex, HA8 7RU.

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Editor: Dr Laurie Miller, Department of Education, University of Queensland, St Lucia, Queensland 4067.

German Federal Republic — Erziehungswissenschaft — Erziehungspraxis

(in German)

Fditor: Prof. Dr Ernst Meyer, Schlittweg 34, D-6905 Schriesheim.

Great Britain - WEF (GB) Newsletter

Editor: Reg Richardson, 1 Darrel Close, Chelmsford, Essex, CM1 4EL.

Holland — **Vernieuwing** (in Dutch)

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